

Iowa Department of Education



Application for Funding for Phase II of the Education Fund Under the State Fiscal Stabilization Fund Program

CFDA Number: 84.394





U.S. Department of Education

Washington, D.C. 20202

STATE FISCAL STABILIZATION FUND PHASE II APPLICATION

PART 1: APPLICATION COVER SHEET

(CFDA No. 84.394)

Legal Name of Applicant (Office of the Governor): Honorable Chester J. Culver, Governor	Applicant's Mailing Address: State Capitol Des Moines, IA 50319
State Contact for the Education Stabilization Fund Name: Jeff Berger Position and Office: CFO, Iowa Department of Education Contact's Mailing Address: Grimes Building, 400 E. 14 th St., Des Moines, IA 50319 Telephone: 515-281-3968; cell: 515-250-3728 Fax: 515-242-5988 E-mail address: jeff.berger@iowa.gov	
To the best of my knowledge and belief, all of the information and data in this application are true and correct.	
Governor or Authorized Representative of the Governor (Printed Name): Judy Jeffrey, Director, Iowa Department of Education	Telephone: 515-281-3436
Signature of Governor or Authorized Representative of the Governor: X 	Date: March 3, 2010
Recommended Statement of Support from the Chief State School Officer (<i>Optional</i>): The State educational agency will cooperate with the Governor in the implementation of the State Fiscal Stabilization Fund program.	
Chief State School Officer (Printed Name): Judy Jeffrey, Director, Iowa Department of Education_____	Telephone: 515-281-3436
Signature of the Chief State School Officer: X 	Date: March 3, 2010

PART 2: MAINTENANCE-OF-EFFORT INFORMATION

In the SFSF Phase I Application, States were required to submit the following in order to receive the first portion of funds:

- A *Maintenance-of-Effort Assurance* (Part 4, Section A) of maintaining State support for elementary and secondary education and for public institutions of higher education (IHEs) at least at the level of such support in FY 2006 for FYs 2009, 2010, and 2011.
- A *Maintenance-of-Effort Waiver Assurance* (Part 4, Section B). In the event that a State anticipated being unable to comply with one or more of the Stabilization program MOE requirements referenced in the Maintenance-of-Effort Assurance, the State would provide an assurance that it met the eligibility criteria for a MOE waiver.¹
- A *Maintenance-of-Effort Baseline Data* form.

In order to complete this Phase II Application, States must reaffirm and/or update the MOE baseline data referenced above as requested in Phase I. Part 2A of this application, *Update of Maintenance-of-Effort Data*, asks that a State reaffirm or update the baseline data provided in Phase I (Maintenance-of-Effort Baseline Data), including actual levels of support for FY 2009.

In Part 2B, a Governor or Authorized Representative of the Governor must provide an attestation that the State has met the MOE requirements as was assured in Phase I. If a State cannot meet the MOE requirements, it must submit a Waiver of MOE Requirements or note that it has submitted one already.

Additional information on the MOE requirements can be found in Appendix D—*Instructions for Part 2, Maintenance-Of-Effort*.

¹ Guidance on the Maintenance of Effort Requirements for SFSF and MOE Waiver Form are available at <http://www.ed.gov/policy/gen/leg/recovery/statutory/moe-guidance.pdf>.

PART 2A: UPDATE OF MAINTENANCE-OF-EFFORT DATA

SPECIAL NOTES:

- In the SFSF Phase I Application, States were required to submit MOE data. The Department is requesting that States reaffirm these data for Phase II, and in particular, to update FY 2009 data to actual levels of State support.
- *For further information, see Appendix D – Instructions for Part 2: Maintenance of Effort.*

1. Levels of State support for elementary and secondary education *(the amounts may reflect the levels of State support on either an aggregate basis or a per-student basis):*

FY 2006 **\$1,987,631,794**

FY 2009 **\$2,193,991,287**

FY 2010* **\$2,172,107,965**

FY 2011* **\$ not available**

(* Provide data to the extent that data are currently available.)

2. Levels of State support for public institutions of higher education *(enter amounts for each year):*

FY 2006 **\$633,852,556**

FY 2009 **\$759,305,713**

FY 2010* **\$597,470,168**

FY 2011* **\$ not available**

(* Provide data to the extent that data are currently available.)

3. Additional Submission Requirements: In an attachment to the application –

- (a) Identify and describe the data sources used in determining the levels of State support for elementary and secondary education; - and – (see pages 81-82)
- (b) Identify and describe the data sources used in determining the levels of State support for public IHEs. (see pages 81-82)


PART 2B: ATTESTATION OF MAINTENANCE-OF-EFFORT COMPLIANCE

The Governor or his/her authorized representative attests to the following:

To the best of his/her knowledge and based on the best available data, the State has met all maintenance-of-effort requirements for the State Fiscal Stabilization Program for FY 2009 (check all that apply):

☒ for elementary and secondary education.

☒ for public Institutions of Higher Education (IHEs).

Governor or Authorized Representative of the Governor (Printed Name): Judy Jeffrey, Director, Iowa Department of Education	
Signature: 	Date: March 3, 2010

If a State has not met or cannot meet MOE for either elementary and secondary education or public IHEs, or both, it must complete the following:

The State has not met all maintenance-of-effort requirements for the State Fiscal Stabilization Program for FY 2009 and


(check one):

☐ has already submitted a MOE Waiver Request to the US Department of Education.

☐ is submitting a MOE Waiver Request with this application package.


I. Assurance (a): Achieving Equity in Teacher Distribution

A State must collect and publicly report data and other information on: (1) the extent that students in high- and low-poverty schools in the State have access to highly qualified teachers; (2) the extent that current strategies and efforts to address inequities in the distribution of inexperienced, unqualified, or out-of-field teachers; (3) how teacher and principal performance is evaluated and how performance ratings are used; and (4) the distribution of performance evaluation ratings or levels among teachers and principals.

Indicator (a)(1)	Confirm, for the State, the number and percentage (including numerator and denominator) of core academic courses taught, in the highest-poverty and lowest-poverty schools, by teachers who are highly qualified consistent with section 9101(23) of the Elementary and Secondary Education Act of 1965, as amended (ESEA).	
<p>Please respond (Yes or No): Are the data related to this indicator at http://www.ed.gov/programs/statestabilization/indicator-a1.xls correct?</p> <p>¹ <input checked="" type="checkbox"/> Yes, the data are correct.</p> <p>² <input type="checkbox"/> No, the data are not correct.</p> <p>If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:³ Click here to enter text.</p> <p>Please respond (check only one):</p> <p>⁴ <input checked="" type="checkbox"/> The State makes the data <i>publicly available</i> and updates the data <i>annually</i> on a website.</p> <p>➔ Provide the State website where the data are provided by the State to the public:⁵ http://www.iowa.gov/educate/index.php?option=com_docman&task=cat_view&gid=670&Itemid=1563</p> <p>⁶ <input type="checkbox"/> The State makes the data <i>publicly available</i> on a website but updates it <i>less than annually</i>.</p> <p>➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column. Provide the State website where the most recently updated data are provided by the State to the public: ⁷ Click here to enter text.</p>		

⁸ ☐ The State does not make the data publicly available on a website.

➔ Provide the State’s plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite “Indicator (a)(1)” in the Plan Element Verification chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (a)(2)	Confirm whether the State’s Teacher Equity Plan (as part of the State’s Highly Qualified Teacher Plan) fully reflects the steps the State is currently taking to ensure that students from low-income families and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers (as required in section 1111(b)(8)(C) of the ESEA).	
<p>Please respond (Yes or No): Is the State’s Teacher Equity Plan located at http://www.ed.gov/programs/teacherqual/hqtplans/index.html correct?</p> <p>¹ <input checked="" type="checkbox"/> Yes, the information is correct.</p> <p>² <input type="checkbox"/> No, the information is not correct.</p> <p>➔ If checked, provide below or in an attachment the State’s most updated Teacher Equity Plan. A URL linking to the correct data on the State’s website is also sufficient:³ Click here to enter text.</p> <p>Please respond (check only one):</p> <p>⁴ <input checked="" type="checkbox"/> The State makes the information <i>publicly available</i> and updates the information <i>annually</i> on a website.</p> <p>Provide the State website where the information is provided by the State to the public:⁵ http://www.iowa.gov/educate/index.php?option=com_content&view=article&id=1917</p> <p>⁶ <input type="checkbox"/> The State makes the information <i>publicly available</i> on a website but updates it <i>less than annually</i>.</p> <p>➔ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 2B. Cite “Indicator (a)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p> <p>Provide the State website where the most recently updated information is provided by the State to the public:⁷ Click here to enter text.</p> <p>⁸ <input type="checkbox"/> The State does not make the information publicly available on a website.</p> <p>➔ Provide the State’s plan for making the information publicly available and updating the information annually on a website in Part 3B. Cite “Indicator (a)(2)” in the Plan Element Verification chart in Part 4B, Section I and mark both the Collection and Public Reporting columns.</p>		

Descriptor (a)(1)	Describe, for each local educational agency (LEA) in the State, the systems used to evaluate the performance of teachers and the use of results from those systems in decisions regarding teacher development, compensation, promotion, retention, and removal.
<p>Please respond (check Yes or No): Does the State collect a description of the system each LEA uses to evaluate the performance of teachers?</p> <p>¹ <input type="checkbox"/> Yes, the State collects this information.</p> <p>If Yes, please respond (check one):</p> <p>² <input type="checkbox"/> The State makes the information <i>publicly available</i> and updates the information <i>at least annually</i> on a website.</p> <p>→ Provide the State website where the information is collected and publicly available:³ Click here to enter text.</p> <p>⁴ <input type="checkbox"/> The State makes the information <i>publicly available</i> on a website and updates the information <i>less than annually</i>.</p> <p>→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Descriptor (a)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p> <p>→ Provide the State website where the most recently updated information are provided by the State to the public: ⁵ Click here to enter text.</p> <p>⁶ <input type="checkbox"/> The State does not make the information publicly available on a website.</p> <p>→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Descriptor (a)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p> <p>⁷ <input checked="" type="checkbox"/> No, the State does not collect this information.</p> <p>→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Descriptor (a)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.</p>	

Please respond (check Yes or No): Does the State collect a description of the manner in which each LEA uses the results of the evaluation systems described above related to the performance of teachers in decisions regarding teacher development, compensation, promotion, retention, and removal?

⁸ ☐ Yes, the State collects this information.

If Yes, please respond (check one):

⁹ ☐ The State makes the information *publicly available* and updates the information *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:¹⁰ [Click here to enter text.](#)

¹¹ ☐ The State makes the information *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information are provided by the State to the public:
¹² [Click here to enter text.](#)

¹³ ☐ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

¹⁴ ☒ No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (a)(3)	Indicate, for each LEA in the State, whether the systems used to evaluate the performance of teachers include student achievement outcomes or student growth data as an evaluation criterion.
<p>Please respond (check Yes or No): Does the State request information on whether the system each LEA uses to evaluate the performance of teachers includes student achievement outcomes or student growth data as an evaluation criterion?</p> <p>¹ <input checked="" type="checkbox"/> Yes, the State collects this information.</p> <p>If Yes, please respond (check one):</p> <p>² <input type="checkbox"/> The State makes the information <i>publicly available</i> and updates the information <i>at least annually</i> on a website.</p> <p style="padding-left: 40px;">➔ Provide the State website where the information is collected and publicly available:³ Click here to enter text.</p> <p>⁴ <input type="checkbox"/> The State makes the information <i>publicly available</i> on a website and updates the information <i>less than annually</i>.</p> <p style="padding-left: 40px;">➔ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (a)(3)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p> <p style="padding-left: 40px;">➔ Provide the State website where the most recently updated information is provided by the State to the public: ⁵ Click here to enter text.</p> <p>⁶ <input checked="" type="checkbox"/> The State does not make the information publicly available on a website.</p> <p style="padding-left: 40px;">➔ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (a)(3)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p> <p>⁷ <input type="checkbox"/> No, the State does not collect this information.</p> <p style="padding-left: 40px;">➔ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (a)(3)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.</p>	

Indicator (a)(4)	Provide, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level.
<p>Please respond (check Yes or No): Does the State collect, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, the number and percentage of teachers rated at each performance rating or level?</p>	
<p>¹ <input type="checkbox"/> Yes, the State collects these data.</p> <p>If Yes, please respond (check one):</p> <p>² <input type="checkbox"/> The State makes the data <i>publicly available</i> and updates the data <i>at least annually</i> on a website.</p> <p>➔ Provide the State website where the data are collected and publicly available:³ Click here to enter text.</p> <p>⁴ <input type="checkbox"/> The State makes the data <i>publicly available</i> on a website and updates the data <i>less than annually</i>.</p> <p>➔ Provide the State’s plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite “Indicator (a)(4)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p> <p>➔ Provide the State website where the most recently updated data are provided by the State to the public: ⁵ Click here to enter text.</p> <p>⁶ <input type="checkbox"/> The State does not make the data publicly available on a website.</p> <p>➔ Provide the State’s plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite “Indicator (a)(4)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p> <p>⁷ <input checked="" type="checkbox"/> No, the State does not collect these data.</p> <p>➔ Provide the State’s plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite “Indicator (a)(4)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.</p>	

Indicator (a)(5)	Indicate, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, whether the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level are publicly reported for each school in the LEA.
<p>Please respond (check Yes or No): Does the State collect, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level?</p> <p>¹ <input type="checkbox"/> Yes, the State collects these data.</p> <p>If Yes, please respond (check one):</p> <p>² <input type="checkbox"/> The State makes the data <i>publicly available</i> and updates the data <i>at least annually</i> on a website.</p> <p>➔ Provide the State website where the data are collected and publicly available:³ Click here to enter text.</p> <p>⁴ <input type="checkbox"/> The State makes the data <i>publicly available</i> on a website and updates the data <i>less than annually</i>.</p> <p>➔ Provide the State’s plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite “Indicator (a)(5)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column. Provide the State website where the most recently updated data are provided by the State to the public:⁵ Click here to enter text.</p> <p>⁶ <input type="checkbox"/> The State does not make the data publicly available on a website.</p> <p>➔ Provide the State’s plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite “Indicator (a)(5)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p> <p>⁷ <input checked="" type="checkbox"/> No, the State does not collect these data.</p> <p>➔ Provide the State’s plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite “Indicator (a)(5)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.</p>	

Descriptor (a)(2)	Describe, for each LEA in the State, the systems used to evaluate the performance of principals and the use of results from those systems in decisions regarding principal development, compensation, promotion, retention, and removal.
<p>Please respond (check Yes or No): Does the State collect a description of the system each LEA uses to evaluate the performance of principals?</p> <p>¹ <input type="checkbox"/> Yes, the State collects this information.</p> <p>If Yes, please respond (check one):</p> <p>² <input type="checkbox"/> The State makes the information <i>publicly available</i> and updates it <i>at least annually</i> on a website.</p> <p>➔ Provide the State website where the information is collected and publicly available:³ Click here to enter text.</p> <p>⁴ <input type="checkbox"/> The State makes the information <i>publicly available</i> on a website and updates the information <i>less than annually</i>.</p> <p>➔ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Descriptor (a)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p> <p>➔ Provide the State website where the most recently updated information is provided by the State to the public: ⁵ Click here to enter text.</p> <p>⁶ <input type="checkbox"/> The State does not make the information publicly available on a website.</p> <p>➔ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Descriptor (a)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p> <p>⁷ <input checked="" type="checkbox"/> No, the State does not collect this information.</p> <p>➔ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Descriptor (a)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.</p>	

Please respond (check Yes or No): Does the State collect a description of the manner in which each LEA uses the results of the evaluation systems described above related to the performance of principals in decisions regarding principal development, compensation, promotion, retention, and removal?

⁸ ☐ Yes, the State collects this information.

If Yes, please respond (check one):

⁹ ☐ The State makes the information *publicly available* and updates the information *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:¹⁰ [Click here to enter text.](#)

¹¹ ☐ The State makes the information *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information are provided by the State to the public:
¹² [Click here to enter text.](#)

¹³ ☐ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

¹⁴ ☒ No, the State does not collect this information.


➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (a)(6)	Indicate, for each LEA in the State, whether the systems used to evaluate the performance of principals include student achievement outcomes or student growth data as an evaluation criterion.
<p>Please respond (check one): Does the State collect information on whether the system each LEA uses to evaluate the performance of principals includes student achievement outcomes or student growth data as an evaluation criterion?</p>	
<p>¹ <input checked="" type="checkbox"/> Yes, the State collects this information.</p> <p>If Yes, please respond (check one):</p> <p>² <input type="checkbox"/> The State makes the information <i>publicly available</i> and updates it <i>at least annually</i> on a website.</p> <p>➔ Provide the State website where the information is collected and publicly available:³ Click here to enter text.</p> <p>⁴ <input type="checkbox"/> The State makes the information <i>publicly available</i> on a website and updates it <i>less than annually</i>.</p> <p>➔ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (a)(6)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p> <p>➔ Provide the State website where the most recently updated information is provided by the State to the public: ⁵ Click here to enter text.</p> <p>⁶ <input checked="" type="checkbox"/> The State does not make the information publicly available on a website.</p> <p>➔ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (a)(6)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p> <p>⁷ <input type="checkbox"/> No, the State does not collect this information.</p> <p>➔ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (a)(6)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.</p>	

Indicator (a)(7)	Provide, for each LEA in the State whose principals receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of principals rated at each performance rating or level.
<p>Please respond (check one): Does the State collect and publicly report, for each LEA in the State whose principals receive performance ratings or levels through an evaluation system, the number and percentage of principals rated at each performance rating or level?</p>	
<p>¹ <input type="checkbox"/> Yes, the State collects these data.</p> <p>If Yes, please respond (check one):</p> <p>² <input type="checkbox"/> The State makes the data <i>publicly available</i> and updates the data <i>at least annually</i> on a website.</p> <p>➔ Provide the State website where the data are collected and publicly available:³ Click here to enter text.</p> <p>⁴ <input type="checkbox"/> The State makes the data <i>publicly available</i> on a website and updates the data <i>less than annually</i>.</p> <p>➔ Provide the State’s plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite “Indicator (a)(7)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p> <p>➔ Provide the State website where the most recently updated data are provided by the State to the public: ⁵ Click here to enter text.</p> <p>⁶ <input type="checkbox"/> The State does not make the data publicly available on a website.</p> <p>➔ Provide the State’s plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite “Indicator (a)(7)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p> <p>⁷ <input checked="" type="checkbox"/> No, the State does not collect these data.</p> <p>➔ Provide the State’s plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite “Indicator (a)(7)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.</p>	

II. Assurance (b): Improving Collection and Use of Data

A State must collect and publicly report information on the elements of its statewide longitudinal data system, on whether teachers receive data on student growth in a manner that is timely and informs instructional programs, and on whether the State provides teachers with reports of individual teacher impact on student achievement.

Indicator (b)(1)	Indicate which of the 12 elements described in section 6401(e)(2)(D) of the America COMPETES Act are included in the State's statewide longitudinal data system.	
<p>Instructions: Please indicate which of the 12 elements of the America COMPETES Act are included in the State's statewide longitudinal data system.</p> <p>Please respond (check Yes or No): For pre-K through postsecondary education, does the State's statewide longitudinal data system include the following elements:</p> <p>(1) A unique statewide student identifier that does not permit a student to be individually identified by users of the system?</p> <p><input checked="" type="checkbox"/> Yes. <input type="checkbox"/> No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #1 in the Plan Element Verification Chart in Part 3B, Section II.</p> <p>(2) Student-level enrollment, demographic, and program participation information?</p> <p><input type="checkbox"/> Yes. <input checked="" type="checkbox"/> No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #2 in the Plan Element Verification Chart in Part 3B, Section II.</p> <p>(3) Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete pre-K through postsecondary education programs?</p> <p><input type="checkbox"/> Yes. <input checked="" type="checkbox"/> No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #3 in the Plan Element Verification Chart in Part 3B, Section II.</p>		

4) The capacity to communicate with higher education data systems?

☒ Yes.

☐ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #4 in the Plan Element Verification Chart in Part 3B, Section II.

(5) An audit system assessing data quality, validity, and reliability?

☒ Yes.

☐ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #5 in the Plan Element Verification Chart in Part 3B, Section II.

Please respond (check Yes or No): For pre-K through grade 12 education, does the State's statewide longitudinal data system include the following elements:

(6) Yearly State assessment records of individual students?

☒ Yes.

☐ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #6 in the Plan Element Verification Chart in Part 3B, Section II.

(7) Information on students not tested, by grade and subject?

☒ Yes.

☐ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #7 in the Plan Element Verification Chart in Part 3B, Section II.

(8) A teacher identifier system with the ability to match teachers to students?

☒ Yes.

☐ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #8 in the Plan Element Verification Chart in Part 3B, Section II.

(9) Student-level transcript information, including on courses completed and grades earned?

- ☒ Yes.
☐ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #9 in the Plan Element Verification Chart in Part 3B, Section II.

(10) Student-level college readiness test scores?

- ☒ Yes.
☐ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #10 in the Plan Element Verification Chart in Part 3B, Section II.

Please respond (check Yes or No): For postsecondary education, does the State's statewide longitudinal data system include the following elements:

(11) Information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework?

- ☐ Yes.
☒ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #11 in the Plan Element Verification Chart in Part 3B, Section II.

(12) Other information determined necessary to address alignment and adequate preparation for success in postsecondary education?


- ☒ Yes.
☐ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #12 in the Plan Element Verification Chart in Part 3B, Section II.

Indicator (b)(2)	Indicate whether the State provides student growth data on their current students and the students they taught in the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects in a manner that is timely and informs instructional programs.
<p>Please respond (check Yes or No): Does the State provide student growth data on their current students and the students they taught the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects, in a manner that is timely and informs instructional programs?</p> <p><input checked="" type="checkbox"/> Yes. You are not required to provide further information. In Part 3B, Section III, check “Not Applicable.”</p> <p><input type="checkbox"/> No. Provide a plan for providing this information to teachers in Part 3B, Section III.</p>	

Indicator (b)(3)	Indicate whether the State provides teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects with reports of individual teacher impact on student achievement on those assessments.
<p>Please respond (check Yes or No): Does the State provide teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects with reports of individual teacher impact on student achievement on those assessments?</p> <p><input type="checkbox"/> Yes. You are not required to provide further information. In Part 3B, Section IV, check “Not Applicable.”</p> <p><input checked="" type="checkbox"/> No. Provide a plan for providing this information to teachers in Part 3B, Section IV.</p>	

III. Assurance (c): Standards and Assessments

A State must collect and publicly report data and other information on whether students are provided high-quality State assessments; whether students with disabilities and limited English proficient students are included in State assessment systems; whether the State makes information available regarding student academic performance in the State compared to the academic performance of students in other States; and on the extent to which students graduate from high school in four years with a regular high school diploma and continue on to pursue a college education.

Indicator (c)(1)	Confirm the approval status, as determined by the Department, of the State's assessment system under section 1111(b)(3) of the ESEA with respect to reading/language arts, mathematics, and science assessments.	
<p>Please respond (check one): Is the status of the Department's approval, available at http://www.ed.gov/programs/statestabilization/indicator-c1.xls, correct?</p> <p>¹ <input type="checkbox"/> Yes, the status is correct.</p> <p>→ ² <input checked="" type="checkbox"/> No, the status is not correct. If checked, provide below or in an attachment the correct information and any other supporting information. A URL linking to the correct data on the State's website is also sufficient:³ http://www.iowa.gov/educate/index.php?option=com_content&view=article&id=1917#c_</p> <p>→</p> <p>Please respond (check one):</p> <p>⁴ <input checked="" type="checkbox"/> The State makes the status information <i>publicly available</i> and keeps it <i>up-to-date</i> on a website.</p> <p>→ Provide the State website where the status is provided by the State to the public:⁵ http://www.iowa.gov/educate/index.php?option=com_content&view=article&id=1917#c_</p> <p>⁶ <input type="checkbox"/> The State makes the status information <i>publicly available</i> on a website but <i>does not keep it up-to-date</i>.</p> <p>→ If checked, provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (c)(1)" in the Plan Element Verification chart in Part 3B, Section I and mark the Public Reporting column.</p> <p>→ Provide the State website where the most recently updated information is provided by the State to the public:⁷ Click here to enter text.</p>		

⁸ ☐ The State does not make the status information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (c)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(2)	Confirm whether the State has developed and implemented valid and reliable alternate assessments for students with disabilities that are approved by the Department.
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Please respond (Yes or No): Is the information related to this indicator, available at <http://www.ed.gov/programs/statestabilization/indicator-c2.xls>, correct?

¹ ☐ Yes, the status is correct.

→ ² ☒ No, the status is not correct. If checked, provide below or in an attachment the correct information and any other supporting information. A URL linking to the correct data on the State's website is also sufficient: ³
http://www.iowa.gov/educate/index.php?option=com_content&view=article&id=1917#c

Please respond (check one):

⁴ ☒ The State makes the status information *publicly available* and keeps it *up-to-date* on a website.

→ Provide the State website where the status is provided by the State to the public: ⁵
http://www.iowa.gov/educate/index.php?option=com_content&view=article&id=1917#c



⁶ ☐ The State makes the status information *publicly available* on a website and *does not keep it up-to-date*.

→ Provide the State's plan for making the status publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.


→ Provide the State website where the information is collected and publicly available: ⁷ [Click here to enter text.](#)

⁸ ☐ The State does not make the status information publicly available on a website.

→ Provide the State's plan for making the status publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(3)	Confirm whether the State's alternate assessments for students with disabilities, if approved by the Department, are based on grade-level, modified, or alternate academic achievement standards.	 Confirm 
<p>Please respond (check one): Is the information related to this indicator, available at http://www.ed.gov/programs/statestabilization/indicator-c3.xls, correct?</p> <p>¹ <input type="checkbox"/> Yes, the information is correct.</p> <p>² <input checked="" type="checkbox"/> No, the information is not correct.</p> <p>→ If checked, provide below or in an attachment the correct information and any other supporting information. A URL linking to the correct data on the State's website is also sufficient: ³ http://www.iowa.gov/educate/index.php?option=com_content&view=article&id=1917#c</p> <p>Please respond (check one):</p> <p>⁴ <input checked="" type="checkbox"/> The State makes the information <i>publicly available</i> and keeps it <i>up-to-date</i> on a website.</p> <p>→ Provide the State website where the information is collected and publicly available: ⁵ http://www.iowa.gov/educate/index.php?option=com_content&view=article&id=1917#c</p> <p>⁶ <input type="checkbox"/> The State makes the information <i>publicly available</i> on a website but <i>does not keep it up-to-date</i>.</p> <p>→ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p> <p>→ Provide the State website where the information is collected and publicly available: ⁷ Click here to enter text.</p> <p>⁸ <input type="checkbox"/> The State does not make the information publicly available on a website.</p> <p>→ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p>		

Indicator (c)(4)	Indicate whether the State has completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides students with disabilities to ensure their meaningful participation in State assessments.
<p>Please respond (check one): Has the State, within the last two years, completed an analysis of the appropriateness and effectiveness of the accommodations it provides students with disabilities to ensure their meaningful participation in State assessments?</p> <p>¹ <input type="checkbox"/> Yes, this has been completed within the last two years.</p> <p>² <input type="checkbox"/> No, this has been completed, but it occurred more than two years ago.</p> <p>³ <input checked="" type="checkbox"/> No, this has never been completed.</p> <p>Please respond (check one):</p> <p>⁴ <input checked="" type="checkbox"/> The State makes the information <i>publicly available</i> and keeps it <i>up-to-date</i> on a website.</p> <p style="padding-left: 40px;">➔ Provide the State website where the information is collected and publicly available:⁵ http://www.iowa.gov/educate/index.php?option=com_content&view=article&id=1917</p> <p>⁶ <input type="checkbox"/> The State makes the information <i>publicly available</i> on a website but <i>does not keep it up-to-date</i>.</p> <p style="padding-left: 40px;">➔ Provide the State’s plan for making the information publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(4)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p> <p style="padding-left: 40px;">➔ Provide the State website where the information is collected and publicly available:⁷ Click here to enter text.</p> <p>⁸ <input type="checkbox"/> The State does not make the information publicly available on a website.</p> <p style="padding-left: 40px;">➔ Provide the State’s plan for making the information publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(4)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p>	

Indicator (c)(5)	Confirm the number and percentage (including numerator and denominator) of students with disabilities who are included in State reading/language arts and mathematics assessments.	 Confirm
<p>Please respond (check one): Can the State confirm that the number and percentage of students with disabilities who are included in State <i>reading/language arts</i> assessments, available at http://www.ed.gov/programs/statestabilization/indicator-c5r.xls, are correct?</p> <p>¹ <input checked="" type="checkbox"/> Yes, the data are correct.</p> <p>² <input type="checkbox"/> No, the data are not correct.</p> <p>→ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:</p> <p>³ Click here to enter text.</p> <p>Please respond (check one):</p> <p>⁴ <input checked="" type="checkbox"/> The State makes the data relative to the inclusion of students with disabilities on State assessments in <i>reading/language arts publicly available</i> and keeps it <i>up-to-date</i> on a website.</p> <p>→ Provide the State website where the data are collected and publicly available:⁵ http://www.iowa.gov/educate/index.php?option=com_content&view=article&id=1917. Note: The inclusion data reported on the above site has a different breakdown as Iowa's State Report Card. However, they both provide important inclusion information to education stakeholders.</p> <p>⁶ <input type="checkbox"/> The State makes the data relative to the inclusion of students with disabilities on State assessments in <i>reading/language arts publicly available</i> on a website but <i>does not keep it up-to-date</i>.</p> <p>→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p> <p>→ Provide the State website where the data are collected and publicly available:⁷ Click here to enter text.</p> <p>⁸ <input type="checkbox"/> The State does not make the data relative to the inclusion of students with disabilities on State assessments in <i>reading/language arts publicly available</i> on a website.</p> <p>→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p>		

Please respond (check one): Can the State confirm that the number and percentage of students with disabilities who are included in State *mathematics* assessments, available at <http://www.ed.gov/programs/statestabilization/indicator-c5m.xls>, are correct?

⁹ ☒ Yes, the data are correct.

¹⁰ ☐ No, the data are not correct.

→ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:

¹¹ [Click here to enter text.](#)

Please respond (check one):

¹² ☒ The State makes the data relative to the inclusion of students with disabilities on State assessments in *mathematics publicly available* and keeps it *up-to-date* on a website.

→ Provide the State website where the data are collected and publicly available:¹³

http://www.iowa.gov/educate/index.php?option=com_docman&task=cat_view&gid=670&Itemid=1563

Note: The inclusion data reported on the above site has a different breakdown as Iowa's State Report Card. However, they both provide important inclusion information to education stakeholders.

→ ¹⁴ ☐ The State makes the data relative to the inclusion of students with disabilities on State assessments in *mathematics publicly available* on a website but *does not keep it up-to-date*.



→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.


→ Provide the State website where the data are collected and publicly available:¹⁵ [Click here to enter text.](#)

¹⁶ ☐ The State does not make the data relative to the inclusion of students with disabilities on State assessments in *mathematics* publicly available on a website.

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(6)	Indicate whether the State has completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides limited English proficient students to ensure their meaningful participation in State assessments.
<p>Please respond (check one): Has the State completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides limited English proficient students to ensure their meaningful participation in State assessments?</p> <p>¹ <input type="checkbox"/> Yes, this was completed within the last two years.</p> <p>² <input type="checkbox"/> No, this was completed more than two years ago.</p> <p>³ <input checked="" type="checkbox"/> No, this has never been completed.</p> <p>Please respond (check one):</p> <p>⁴ <input checked="" type="checkbox"/> The State makes the information <i>publicly available</i> and keeps it <i>up-to-date</i> on a website.</p> <p style="padding-left: 40px;">➔ Provide the State website where the information is collected and publicly available: http://www.iowa.gov/educate/index.php?option=com_content&view=article&id=1917</p> <p>⁶ <input type="checkbox"/> The State makes the information <i>publicly available</i> on a website but <i>does not keep it up-to-date</i>.</p> <p style="padding-left: 40px;">➔ Provide the State’s plan for making the information publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(6)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p> <p style="padding-left: 40px;">➔ Provide the State website where the information is collected and publicly available:⁷ Click here to enter text.</p> <p>⁸ <input type="checkbox"/> The State does not make the information publicly available on a website.</p> <p style="padding-left: 40px;">➔ Provide the State’s plan for making the information publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(6)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p>	

Indicator (c)(7)	Confirm whether the State provides native language versions of State assessments for limited English proficient students that are approved by the Department.	 Confirm 
<p>Please respond (check one): Is the information related to this indicator, available at http://www.ed.gov/programs/statestabilization/indicator-c7.xls, correct?</p> <p>¹ <input checked="" type="checkbox"/> Yes, the information is correct.</p> <p>² <input type="checkbox"/> No, the information is not correct.</p> <p>→ If checked, provide below or in an attachment the correct information and any supporting information. A URL linking to the correct data on the State's website is also sufficient:</p> <p>³ Click here to enter text.</p> <p>Please respond (check one): Is the State's current status available on the State's website?</p> <p>⁴ <input checked="" type="checkbox"/> The State makes the information <i>publicly available</i> and keeps it <i>up-to-date</i> on a website.</p> <p>→ Provide the State website where the information is collected and publicly available:⁵ http://www.iowa.gov/educate/index.php?option=com_content&view=article&id=1917</p> <p>⁶ <input type="checkbox"/> The State makes the information <i>publicly available</i> on a website but <i>does not keep it up-to-date</i>.</p> <p>→ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p> <p>→ Provide the State website where the information is collected and publicly available:⁷ Click here to enter text.</p> <p>⁸ <input type="checkbox"/> The State does not make the information publicly available on a website.</p> <p>→ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p>		

Indicator (c)(8)	Confirm the number and percentage (including numerator and denominator) of limited English proficient students who are included in State reading/language arts and mathematics assessments.	 Confirm
<p>Please respond (check one): Can the State confirm that the number and percentage of limited English proficient students who are included in State <i>reading/language arts</i> assessments, available at http://www.ed.gov/programs/statestabilization/indicator-c8r.xls, are correct?</p> <p>¹ <input checked="" type="checkbox"/> Yes, the data are correct.</p> <p>² <input type="checkbox"/> No, the data are not correct.</p> <p>→ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:</p> <p>³ Click here to enter text.</p> <p>Please respond (check one):</p> <p>⁴ <input checked="" type="checkbox"/> The State makes the data relative to the inclusion of limited English proficient students on State assessments in <i>reading/language arts</i> publicly available and keeps it <i>up-to-date</i> on a website.</p> <p>→ Provide the State website where the data are collected and publicly available:⁵ http://www.iowa.gov/educate/index.php?option=com_content&view=article&id=1917.</p> <p>⁶ <input type="checkbox"/> The State makes the data relative to the inclusion of limited English proficient students on State assessments in <i>reading/language arts</i> publicly available on a website but <i>does not keep it up-to-date</i>.</p> <p>→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p> <p>→ Provide the State website where the data are collected and publicly available:⁷ Click here to enter text.</p> <p>⁸ <input type="checkbox"/> The State does not make the data relative to the inclusion of limited English proficient students on State assessments in <i>reading/language arts</i> publicly available on a website.</p> <p>→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p>		

Please respond (check one): Can the State confirm that the number and percentage of limited English proficient students who are included in State *mathematics* assessments, available at <http://www.ed.gov/programs/statestabilization/indicator-c8m.xls>, are correct?

⁹ ☒ Yes, the data are correct.

¹⁰ ☐ No, the data are not correct.

→ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:

¹¹ [Click here to enter text.](#)

Please respond (check one):

¹² ☒ The State makes the data relative to the inclusion of limited English proficient students on State assessments in *mathematics publicly available* and keeps it *up-to-date* on a website.

→ Provide the State website where the data are collected and publicly available:¹³
http://www.iowa.gov/educate/index.php?option=com_docman&task=doc_download&gid=8097


¹⁴ ☐ The State makes the data relative to the inclusion of limited English proficient students on State assessments in *mathematics publicly available* on a website but *does not keep it up-to-date*.

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the data are collected and publicly available:¹⁵ [Click here to enter text.](#)

¹⁶ ☐ The State does not make the data relative to the inclusion of limited English proficient students on State assessments in *mathematics publicly available* on a website.

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(9)	Confirm that the State’s annual State Report Card (under section 1111(h)(1) of the ESEA) contains the most recent available State reading and mathematics National Assessment of Educational Progress (NAEP) results as required by 34 CFR 200.11(c).	
<p>Please respond (check one): Does the State Report Card include the most recent available State reading and math National Assessment of Educational Progress (NAEP) results?</p> <p><input checked="" type="checkbox"/> Yes, the State Report Card includes this information.</p> <p><input type="checkbox"/> No, the State Report Card does not include this information.</p> <p>➔ If checked, please provide a plan for including this information on the State Report Card in Part 3B. Cite “Indicator (c)(9)” in the Plan Element Verification Chart in Part 3B, Section I, and mark the Public Reporting column.</p> <p>Please supply the following information:</p> <p>Please attach the State Report Card or provide the URL where the State Report Card is provided to the public: http://www.iowa.gov/educate/index.php?option=com_docman&task=cat_view&gid=670&Itemid=1563 </p>		

Indicator (c)(10)	Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), the number and percentage (including numerator and denominator) of students who graduate from high school using a four-year adjusted cohort graduation rate as required by 34 CFR 200.19(b)(1)(i).
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Please respond (check one): Does the State collect these data (as defined in Indicator (c)(10))?

¹ ☒ Yes, the State collects these data.

If Yes, please respond (check one):

² ☐ The State makes the data *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the data are collected and publicly available:³ [Click here to enter text.](#)

⁴ ☐ The State makes the data *publicly available* on a website and updates the data *less than annually*.

➔ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (c)(10)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the data are collected and publicly available:⁵ [Click here to enter text.](#)

⁶ ☒ The State does not make the data publicly available on a website.

➔ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (c)(10)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ ☐ No, the State does not collect these data.

➔ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (c)(10)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Collection and Public Reporting column.

Indicator (c)(11)	Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i), the number and percentage (including numerator and denominator) who enroll in an institution of higher education (IHE) (as defined in section 101(a) of the Higher Education Act of 1965, as amended (HEA)) within 16 months of receiving a regular high school diploma.
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Please respond (check one): Does the State collect these data (as defined in Indicator (c)(11))?

¹ ☐ Yes, the State collects these data.

If Yes, please respond (check one):

² ☐ The State makes the data *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the data are collected and publicly available:³ [Click here to enter text.](#)

⁴ ☐ The State makes the data *publicly available* on a website and updates the data *less than annually*.

➔ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Mark the Public Reporting column next to “Indicator (c)(11)” in the Plan Element Verification Chart in Part 3B, Section I.

➔ Provide the State website where the data are collected and publicly available:⁵ [Click here to enter text.](#)

⁶ ☐ The State does not make the data publicly available on a website.

➔ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Mark the Public Reporting column next to “Indicator (c)(11)” in the Plan Element Verification Chart in Part 3B, Section I.

⁷ ☒ No, the State does not collect these data.

If No, please respond (check one):

☐ The State will develop and implement the means to collect and publicly report the data (i.e., the State will collect and publicly report the data) by September 30, 2011.

➔ Provide the State's plan for collecting, making the data publicly available, and updating it annually on a website in Part 3B, Section I. Mark both the Collection and Public Reporting columns next to "Indicator (c)(11)" in the Plan Element Verification Chart in Part 3B, Section I.

☒ The State will develop but not implement the means to collect and publicly report the data (i.e., the State will not collect and publicly report the data) by September 30, 2011.

➔ Provide the State's plan for developing the means to collect and to publicly report the data (but not the State's implementation of those means) in Part 3B, Section V.

Indicator (c)(12)	Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i) who enroll in a public IHE (as defined in section 101(a) of the HEA) in the State within 16 months of receiving a regular high school diploma, the number and percentage (including numerator and denominator) who complete at least one year's worth of college credit (applicable to a degree) within two years of enrollment in the IHE.
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Please respond (check one): Does the State collect these data (as defined in Indicator (c)(12))?

¹ ☐ Yes, the State collects these data.

If Yes, please respond (check one):

² ☐ The State makes the data *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the data are collected and publicly available:³ [Click here to enter text.](#)

⁴ ☐ The State makes the data *publicly available* on a website and updates the data *less than annually*.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Mark the Public Reporting column next to "Indicator (c)(12)" in the Plan Element Verification Chart in Part 3B, Section I.

➔ Provide the State website where the data are collected and publicly available:⁵ [Click here to enter text.](#)

⁶ ☐ The State does not make the data publicly available on a website.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Mark the Public Reporting column next to "Indicator (c)(12)" in the Plan Element Verification Chart in Part 3B, Section I.

⁷ ☒ No, the State does not collect these data.

If No, please respond (check one):

☐ The State will develop and implement the means to collect and publicly report the data (i.e., the State will collect and publicly report the data) by September 30, 2011.

➔ Provide the State's plan for collecting, making the data publicly available, and updating it annually on a website in Part 3B, Section I. Mark both the Collection and Public Reporting columns next to "Indicator (c)(12)" in the Plan Element Verification Chart in Part 3B, Section I.

☒ The State will develop but not implement the means to collect and publicly report the data (i.e., the State will not collect and publicly report the data) by September 30, 2011.

➔ Provide the State's plan for developing the means to collect and to publicly report the data (but not the State's implementation of those means) in Part 3B, Section V.

IV. Assurance (d): Supporting Struggling Schools

A State must collect and publicly report data and other information on the progress of certain groups of schools in the State on State assessments in reading/language arts and mathematics; on the extent to which reforms to improve student academic achievement are implemented in the persistently lowest-achieving schools in the State; and on the extent to which charter schools are operating in the State.

Indicator (d)(1)	Provide, for the State, the average statewide school gain in the “all students” category and the average statewide school gain for each student subgroup (as under section 1111(b)(2)(C)(v) of the ESEA) on the State assessments in reading/language arts and for the State and for each LEA in the State, the number and percentage (including numerator and denominator) of Title I schools in improvement, corrective action, or restructuring that have made progress (as defined in this notice) on State assessments in reading/language arts in the last year.
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Please respond (check one): Does the State collect these data?

¹ ☒ Yes, the State collects these data.

If Yes, please respond (check one):

² ☒ The State makes the data *publicly available* and updates the data *at least annually* on a website.

Provide the State website where the data are collected and publicly available:³
http://www.iowa.gov/educate/index.php?option=com_content&view=article&id=1917

⁴ ☐ The State makes the data *publicly available* on a website and updates the data *less than annually*.

➔ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated data are provided by the State to the public:
⁵ [Click here to enter text.](#)

⁶ ☒ The State does not make the data publicly available on a website.

➔ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ ☐ No, the State does not collect these data.

➔ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(2)	Provide, for the State, the average statewide school gain in the “all students” category and the average statewide school gain for each student subgroup (as under section 1111(b)(2)(C)(v) of the ESEA) on State assessments in mathematics and for the State and for each LEA in the State, the number and percentage (including numerator and denominator) of Title I schools in improvement, corrective action, or restructuring that have made progress on State assessments in mathematics in the last year.
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Please respond (check one): Does the State collect these data?

¹ ☒ Yes, the State collects these data.

If Yes, please respond (check one):

² ☒ The State makes the data *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the data are collected and publicly available:³
http://www.iowa.gov/educate/index.php?option=com_content&view=article&id=1917

⁴ ☐ The State makes the data *publicly available* on a website and updates the data *less than annually*.

➔ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.
➔ Provide the State website where the most recently updated data are provided by the State to the public:
⁵ [Click here to enter text.](#)

⁶ ☐ The State does not make the data publicly available on a website.

➔ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ ☐ No, the State does not collect these data.

➔ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Descriptor (d)(1) Provide the definition of “persistently lowest-achieving schools” (consistent with the requirements for defining this term set forth in the Definitions section of the NFR) that the State uses to identify such schools.



Please respond (check Yes or No): Does the State have a definition of “persistently lowest achieving schools” (consistent with the requirements for defining this term set forth in the Definitions section of the NFR) for the purposes of this indicator?

¹ ☒ Yes, the State has a definition of “persistently lowest achieving schools” for the purposes of this indicator.

➔ Provide the definition here:² [Click here to enter text.](#)

If Yes, please respond (check one):

³ ☒ The State has made the definition *publicly available* on a website.


➔ Provide the State website where the definition is publicly available:⁴
http://www.iowa.gov/educate/index.php?option=com_content&view=article&id=1917


⁵ ☐ The State does not make the definition publicly available on a website.

➔ Provide the State’s plan for making the definition publicly available in Part 3B. Cite “Descriptor (d)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁶ ☐ No, the State does not have a definition of “persistently lowest achieving schools” for the purposes of this indicator.

➔ Provide the State’s plan for developing a definition and making it publicly available on a website in Part 3B. Cite “Descriptor (d)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(3)	Provide, for the State, the number and identity of the schools that are Title I schools in improvement, corrective action, or restructuring, that are identified as persistently lowest-achieving schools.	
<p>Please respond (check one): Does the State collect this information?</p> <p>¹ <input checked="" type="checkbox"/> Yes, the State collects this information.</p> <p>If Yes, please respond (check one):</p> <p>² <input type="checkbox"/> The State makes the information <i>publicly available</i> and updates the data <i>at least annually</i> on a website.</p> <p>→ Provide the State website where the information is collected and publicly available:³ Click here to enter text.</p> <p>⁴ <input type="checkbox"/> The State makes the data <i>publicly available</i> on a website and updates the information <i>less than annually</i>.</p> <p>→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(3)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p> <p>→ Provide the State website where the most recently updated information is provided by the State to the public: ⁵ Click here to enter text.</p> <p>⁶ <input checked="" type="checkbox"/> The State does not make the information publicly available on a website.</p> <p>→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(3)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p> <p>⁷ <input type="checkbox"/> No, the State does not collect this information.</p> <p>→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(3)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.</p>		

Indicator (d)(4)	Provide, for the State, of the persistently lowest-achieving schools that are Title I schools in improvement, corrective action, or restructuring, the number and identity of those schools that have been turned around, restarted, closed, or transformed (as defined in the NFR) in the last year.	
<p>Please respond (check one): Does the State collect this information?</p> <p>¹ <input checked="" type="checkbox"/> Yes, the State collects this information.</p> <p>If Yes, please respond (check one):</p> <p>² <input type="checkbox"/> The State makes the information <i>publicly available</i> and updates the data <i>at least annually</i> on a website.</p> <p>→ Provide the State website where the information is collected and publicly available:³ Click here to enter text.</p> <p>⁴ <input type="checkbox"/> The State makes the data <i>publicly available</i> on a website and updates the information <i>less than annually</i>.</p> <p>→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(4)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p> <p>→ Provide the State website where the most recently updated information is provided by the State to the public: ⁵ Click here to enter text.</p> <p>⁶ <input checked="" type="checkbox"/> The State does not make the information publicly available on a website.</p> <p>→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(4)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p> <p>⁷ <input type="checkbox"/> No, the State does not collect this information.</p> <p>→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(4)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.</p>		

Indicator (d)(5) **Provide, for the State, the number and identity of the schools that are secondary schools that are eligible for but do not receive, Title I funds, that are identified as persistently lowest-achieving schools.**



Please respond (check one): Does the State collect this information?

¹ ☒ Yes, the State collects this information.

If Yes, please respond (check one):

² ☐ The State makes the information *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:³ [Click here to enter text.](#)

⁴ ☐ The State makes the data *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information is provided by the State to the public:
⁵ [Click here to enter text.](#)

⁶ ☒ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ ☐ No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(6) Provide, for the State, of the persistently lowest-achieving schools that are secondary schools that are eligible for, but do not receive, Title I funds, the number and identity of those schools that have been turned around, restarted, closed, or transformed in the last year.



Please respond (check one): Does the State collect this information?

¹ ☒ Yes, the State collects this information.

If Yes, please respond (check one):

² ☐ The State makes the information *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:³ [Click here to enter text.](#)

⁴ ☐ The State makes the data *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information is provided by the State to the public:

⁵ [Click here to enter text.](#)

⁶ ☒ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ ☐ No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(7) Provide, for the State and, if applicable, for each LEA in the State, the number of charter schools that are currently permitted to operate under State law.



Please respond (check one): Does the State collect this information?

¹ ☒ Yes, the State collects this information.

If Yes, please respond (check one):

² ☒ The State makes the information *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:³

→ http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=487&Itemid=1334

⁴ ☐ The State makes the data *publicly available* on a website and updates the information *less than annually*.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:

⁵ [Click here to enter text.](#)

⁶ ☐ The State does not make the information publicly available on a website.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ ☐ No, the State does not collect this information.

→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(8) Confirm, for the State and for each LEA in the State that operates charter schools, the number of charter schools currently operating.



Please respond (check one): Is the number of charter schools publicly reported as currently operating for the State and for each LEA at <http://www.ed.gov/programs/statestabilization/indicator-d8.xls> correct?

¹ ☐ Yes, the data are correct.

² ☒ No, the data are not correct.

→ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:

³ Click here to enter text. http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=487&Itemid=1334

Please respond (check one):

⁴ ☒ The State makes the data *publicly available* and keeps it *up-to-date* on a website.

→ Provide the State website where the data are collected and publicly available:⁵ Click here to enter text.
http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=487&Itemid=1334

⁶ ☐ The State makes the data *publicly available* on a website but *does not keep it up-to-date*.

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (d)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:

⁷ Click here to enter text.

⁸ ☐ The State does not make the data publicly available on a website.

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (d)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (d)(9)	Provide, for the State and for each LEA in the State that operates charter schools, the number and percentage of charter schools that have made progress on State assessments in reading/language arts in the last year.
<p>Please respond (check one): Does the State collect this information?</p> <p>¹ <input checked="" type="checkbox"/> Yes, the State collects this information.</p> <p>If Yes, please respond (check one):</p> <p>² <input type="checkbox"/> The State makes the information <i>publicly available</i> and updates the information <i>at least annually</i> on a website.</p> <p>➔ Provide the State website where the information is collected and publicly available:³ Click here to enter text.</p> <p>⁴ <input type="checkbox"/> The State makes the information <i>publicly available</i> on a website and updates the information <i>less than annually</i>.</p> <p>➔ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(9)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p> <p>➔ Provide the State website where the most recently updated information is provided by the State to the public: ⁵ Click here to enter text.</p> <p>⁶ <input checked="" type="checkbox"/> The State does not make the information publicly available on a website.</p> <p>➔ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(9)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p> <p>⁷ <input type="checkbox"/> No, the State does not collect this information.</p> <p>➔ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(9)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.</p>	

Indicator (d)(10)	Provide, for the State and for each LEA in the State that operates charter schools, the number and percentage of charter schools that have made progress on State assessments in mathematics in the last year.
<p>Please respond (check one): Does the State collect this information?</p> <p>¹ <input checked="" type="checkbox"/> Yes, the State collects this information.</p> <p>If Yes, please respond (check one):</p> <p>² <input type="checkbox"/> The State makes the information <i>publicly available</i> and updates the information <i>at least annually</i> on a website.</p> <p>➔ Provide the State website where the information is collected and publicly available:³ Click here to enter text.</p> <p>⁴ <input type="checkbox"/> The State makes the information <i>publicly available</i> on a website and updates the information <i>less than annually</i>.</p> <p>➔ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(10)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p> <p>➔ Provide the State website where the most recently updated information is provided by the State to the public: ⁵ Click here to enter text.</p> <p>⁶ <input checked="" type="checkbox"/> The State does not make the information publicly available on a website.</p> <p>➔ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(10)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p> <p>⁷ <input type="checkbox"/> No, the State does not collect this information.</p> <p>➔ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(10)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.</p>	

Indicator (d)(11)	Provide, for the State and for each LEA in the State that operates charter schools, the number and identity of charter schools that have closed (including schools that were not reauthorized to operate) within each of the last five years.
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Please respond (check one): Does the State collect this information?

¹ ☒ Yes, the State collects this information.

If Yes, please respond (check one):

² ☒ The State makes the information *publicly available* and updates the information *at least annually* on a website.

→ Provide the State website where the information is collected and publicly available:³
http://www.iowa.gov/educate/index.php?option=com_content&view=article&id=1917.

⁴ ☐ The State makes the information *publicly available* on a website and updates the information *less than annually*.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(11)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated information is provided by the State to the public:
⁵ [Click here to enter text.](#)

⁶ ☐ The State does not make the information publicly available on a website.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(11)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ ☐ No, the State does not collect this information.

→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(11)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(12)	Indicate, for each charter school that has closed (including a school that was not reauthorized to operate) within each of the last five years, whether the closure of the school was for financial, enrollment, academic, or other reasons.
<p>Please respond (check one): Does the State collect this information?</p> <p>¹ <input checked="" type="checkbox"/> Yes, the State collects this information.</p> <p>If Yes, please respond (check one):</p> <p>² <input checked="" type="checkbox"/> The State makes the information <i>publicly available</i> and updates the information <i>at least annually</i> on a website.</p> <p>→ Provide the State website where the information is collected and publicly available:³ http://www.iowa.gov/educate/index.php?option=com_content&view=article&id=1917</p> <p>⁴ <input type="checkbox"/> The State makes the information <i>publicly available</i> on a website and updates the information <i>less than annually</i>.</p> <p>→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(12)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p> <p>→ Provide the State website where the most recently updated information is provided by the State to the public: ⁵ Click here to enter text.</p> <p>⁶ <input type="checkbox"/> The State does not make the information publicly available on a website.</p> <p>→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(12)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p> <p>⁷ <input type="checkbox"/> No, the State does not collect this information.</p> <p>→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(12)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.</p>	

PART 3B: DATA COLLECTION & PUBLIC REPORTING PLAN

I. ASSURANCES (a), (c), AND (d)

<u>Element</u>	<u>Collection (check if applies)</u>	<u>Public Reporting (check if applies)</u>
Descriptor (a)(1)	X	X
Indicator (a)(3)	X	X
Indicator (a)(4)	X	X
Indicator (a)(5)	X	X
Descriptor (a)(2)	X	X
Indicator (a)(6)	X	X
Indicator (a)(7)	X	X
Indicator (c)(10)	X	X
Indicator (c)(11)	X	X
Indicator (c)(12)	X	X
Indicator (d)(3)	X	X
Indicator (d)(4)	X	X
Indicator (d)(5)	X	X
Indicator (d)(6)	X	X
Indicator (d)(9)	X	X
Indicator (d)(10)	X	X

State Plan General Requirements:

Oversight: The Iowa Department of Education (IDE) will be responsible for the development, execution, and oversight of the State Fiscal Stabilization Funds (SFSF) Phase II requirements. There are specific indicators or descriptors for which other agencies will be jointly responsible and will assist the IDE in meeting the specified requirements. In these instances, the agency name and role is outlined for each indicator or descriptor.

Describe the agency or agencies, institutions, or organizations, if any, providing technical assistance or other support in the development, execution, and oversight of the plan, and describe the nature of such technical assistance or other support: In order to adequately address the four key areas of reform, as defined in this application and reinforced with the Race to the Top Application (RTTT), the Iowa Department of Education is in the process of hosting a series of stakeholder groups. The goal of the groups is to review various criterion from the RTTT application and the requirements defined in the SFSF Phase II application. Stakeholder input is being gathered on definitions, implementation, and design of the various indicators and descriptors prior to submitting a comprehensive and successful application. The stakeholder groups are focusing on *Data Systems and Use of Data*, *Great Teachers and Leaders*, and *Lowest*

Performing Schools. Further, the IDE will convene two other stakeholder groups in order to address more specific RTTT issues including *State Success Factors* and *Science, Technology, Engineering and Mathematics*.

Provide the overall budget for the development, execution, and oversight of the plan: The IDE does not have the funds, personnel or resources to build the collection mechanisms and reporting capacity required for many of these indicators and descriptors. In order to meet these new requirements, the IDE needs to fund the project with 100% federal funds. Like most applicant states, Iowa's budget is in dire circumstances. This fiscal year, State agencies were ordered to make a ten percent (10%) across-the-board budget cut. Over the last two state fiscal years, state funding for the Department has been reduced by thirty-two percent. At the IDE, these cuts require a reduction in the current workforce. Next fiscal year, the State is projected to have more than a \$1 billion shortfall of a \$6.5 billion budget. Education is almost sixty percent (60%) of the State's total budget. This includes the K-12 education accounts which represent roughly forty percent (40%) of the State's budget and the Regent institutions representing approximately twenty percent (20%) of the State's total budget. The projected deficit, requires further significant reductions to Iowa's educational system to balance the State's budget, making it unlikely for additional data system funding.

In order to meet many of these new requirements, the IDE needs funding from the ARRA Statewide Longitudinal Data System (SLDS) grant (CFDA # 84.384). Where possible, in this application, the IDE has included specific line items which can be identified for a specific indicator. However, in many instances, individual budget items can be combined in order to lower the overall cost. For example, indicators (a)(4) and (a)(7) require performance rating for teachers and principals respectively. Once the collection capacity is created for one of these indicators, it can be modified in order to collect the information for the other group. Funding requested for these new requirements is included in the IDE's ARRA SLDS grant (CFDA # 84.384) submission. Without these funds, the IDE will have considerable difficulty meeting the majority of these new requirements.

Describe the way the State will publicly report the plan and the State's progress reports on its plan, including the nature and frequency of updated reports to the public on State actions taken under the plan and the website where the State will make the plan and progress reports publicly available (as defined in the Notice of Final Requirements, Definitions, and Approval Criteria for the SFSF Phase II): The IDE plans to build the public reporting capacity for the SFSF Phase II application as part of its SLDS project. Further, the IDE will build the indicator and descriptor data collection capacity for transmission from local education agencies (LEAs). In most instances, data will be collected from the appropriate agency and reported publicly by the IDE. However, significant obstacles such as inadequate funding, legal barriers and the short implementation timeline will pose threats to successful completion of these new requirements. The barriers are noted for each indicator or descriptor throughout the application.

The IDE will post the current status of indicators and descriptors on the newly created SFSF Phase II web page in order to provide a single point of access for the public to view these indicators, descriptors, and data elements. This website will be updated annually with the IDE's current status. The website url is:

http://www.iowa.gov/educate/index.php?option=com_content&view=article&id=1917.

Indicator and Descriptor Plan Details:

Assurance: (a) Achieving Equity in Teacher Distribution

Descriptor (a)(1)	Describe, for each local educational agency (LEA) in the State, the systems used to evaluate the performance of teachers and the use of results from those systems in decisions regarding teacher development, compensation, promotion, retention, and removal.
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Overview of Descriptor: Currently, Iowa has a uniform teacher evaluation process. Iowa Code Section 284.3 requires that all teachers are evaluated using the Iowa Teaching Standards. Beginning teachers must demonstrate competence of the standards within their two years of teaching in order to be eligible to receive a standard license. The local district is responsible for this determination and for the recommendation to the Board of Educational Examiners for the license to be issued. Each evaluator for these district determinations must have completed an intensive evaluator training course and have obtained a skill-based endorsement in order to complete any evaluation of educators.

All teachers who have a standard license must be evaluated using the Iowa Teaching Standards. Any teacher who does not meet the standards must be placed on an intensive assistance plan. Both beginning and career teachers must also be evaluated using this same tool. LEA's are allowed to add additional evaluation criterion to this instrument, but the statutory standards and criteria are the minimum for all districts. The evaluation process and instrument used is comprehensive in scope. Career teachers are required to have a summative evaluation at a minimum of one time every three years. In the intervening years, a formative evaluation is held regarding progress on individual professional development plans based on student achievement.

Although a common form must be used by districts in determining the competence of beginning teachers, there is no consistent statewide method of collection of information to determine rankings of teachers based on their evaluations.

The first standard, of the Iowa Teaching Standards, to be evaluated requires the use of student achievement data to improve learning. The Iowa Teaching Standards and criteria are evidence-based measures of a knowledge and skill set representing quality teaching. The purpose of the standards and criteria is to provide LEAs with a consistent representation of the complexities and the possibilities of quality teaching. The Teaching Standards and supporting criteria are linked to the teacher evaluation system and individual professional development plans.

The IDE does not currently collect how these systems are used in making decisions regarding teacher or principal development, compensation, promotion, retention and removal. These data can be collected from each LEA in the State. However, there are significant barriers to collecting this information.

Milestones:

1. Developing the collection capacity – September 1, 2010
2. Roll out the collection capacity to all LEAs in the State – April, 1 2011
3. Collect data from all LEAs in the State – May 1, 2011
4. Building the reporting capacity to report these data publicly – June, 1 2011
5. Rollout of Public Reporting – September 30, 2011

The IDE plans to work with the *Great Teachers and Leaders* stakeholder group on designing and implementing a reporting structure that will provide useful information on the evaluation systems required under IC 284.3, and deciding how these systems are used in evaluation decisions. Other milestones to be achieved will include the collection of data from each LEA, building a data load and integration capacity within the IDE data warehouse and developing a reporting structure in order to deliver new information.

The IDE has also submitted a grant application in collaboration with Stanford University and the University of Northern Iowa under the Teacher Quality Enhancement Grant (TQEG). If received this grant will fund the opportunity to scale and evaluate teaching and learning artifacts that demonstrate effective teaching and teachers.

Date of Completion: September 30, 2011

Obstacles: The IDE does not have the funds, personnel or resources to build this collection mechanism and reporting capacity. Iowa is unique in that the Iowa Legislature appropriated the ARRA SFSF but chose to reserve none of those funds for the IDE. In order for the IDE to meet this new requirement, it will require federal funding from the ARRA SLDS grant (CFDA # 84.384) or receipt of the Teacher Quality Enhancement Grant (TQEG) grant. Without these funds, the IDE will have difficulty meeting this new requirement.

Like most applicant states, Iowa's budget is in dire circumstances. This fiscal year, State agencies were ordered to make a ten percent (10%) across-the-board budget cut. At the IDE, these cuts require a reduction in the current workforce. Next fiscal year, the State is projected to have more than a \$1 billion shortfall of a \$6 billion budget.

Nature and Frequency: The IDE plans to collect information allowed by Iowa law and the Supreme Court ruling from each LEA in the state and will build the reporting capacity for the public to access this information. Significant barriers to successful completion are noted above. The IDE will post the current status of this indicator on the new SFSF Phase II web page it has created in order to provide a single point of access for the public to view these indicators, descriptors, and data elements. This website will be updated annually with the IDE's current status. The website url is:

http://www.iowa.gov/educate/index.php?option=com_content&view=article&id=1917.

Amount of funds that the state is using or will use to develop and implement means, whether the funds are or will be federal, state or local: To meet this new requirement, the IDE will need to support this effort with 100% percent federal funds.

Budget: There are recurring costs to collecting this information annually from each LEA. The IDE will need DE consultant time to work with districts on transmission of these data, answer questions related to the collection of this descriptor, and ensure information is accurate. If you combine all of the teacher and principal evaluation indicators and descriptors, this is conservatively a full time education program consultant. The average salary is \$70,000 for an education program consultant. Including fringe (31%) equals \$91,700. These are recurring costs which would need to be funded each year. SFSF Phase II funding is a one time appropriation. Without recurring funding it will be difficult to collect and report the data annually. Further, these costs do not include the cost of collection an input of these data for each LEA in the State. It should be noted that this will require additional labor for each district across not only this descriptor but all of the new requirements related to teacher and principal evaluations.

Developer time = \$100,000

Consultant Recurring Costs = \$91,700

Total = \$191,700

Describe agency responsible for development, execution and oversight: The IDE will be the responsible agency for the development, execution and oversight of descriptor (a)(1).

Indicator (a)(3)	Indicate, for each LEA in the State, whether the systems used to evaluate the performance of teachers include student achievement outcomes or student growth data as an evaluation criterion.
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Overview of Indicator: Iowa Code (IC 284.3) requires evaluations of teachers using the Iowa Teaching Standards, eight (8) standards that meet research-driven criteria for effective teaching. The first standard requires teachers to use student achievement data to improve student performance. It does not require the use of student achievement outcomes to be used in isolation for performance evaluations. Multiple measures need to be included in the evaluation process for all teachers.

Iowa Code section 256.7(27) requires all principals to be evaluated according to the Iowa Leadership Standards. Iowa Administrative Code 281-83.10(284A) describes the leadership standards and criteria that are in place for all school districts. LEAs can add additional criteria to the assessment process. The IDE will collect information from districts on these additional criteria.

Milestones:

1. Developing the collection capacity – September 1, 2010

2. Roll out the collection capacity to all LEAs in the State – April, 1 2011
3. Collect data from all LEAs in the State – May 1, 2011
4. Building the reporting capacity to report these data publicly – June, 1 2011
5. Rollout of Public Reporting – September 30, 2011

The IDE plans to work with the *Great Teachers and Leaders* stakeholder group on designing and implementing a reporting structure that will provide useful information on the evaluation systems required under IC 284.3 and deciding how these systems will be used in evaluation decisions.

The IDE has also submitted a grant application in collaboration with Stanford University and the University of Northern Iowa under the Teacher Quality Enhancement Grant (TQEG). If received this grant will fund the opportunity to scale and evaluate teaching and learning artifacts that demonstrate effective teaching and teachers.

Other milestones to be achieved will include the collection of data from each LEA, building a data load and integration capacity within the IDE data warehouse and developing a reporting structure in order to deliver new information.

Date of Completion: September 30, 2011

Obstacles: The IDE does not have the funds, personnel or resources to build this collection mechanism and reporting capacity. Iowa is unique in that the Iowa Legislature appropriated the ARRA SFSF but chose not to reserve any of these funds for the IDE. In order for the IDE to meet this new requirement, it will require funding from the ARRA SLDS grant (CFDA # 84.384). Without these funds, the IDE will have difficulty meeting this new requirement.

Like most applicant states, Iowa's budget is in dire circumstances. This fiscal year, State agencies were ordered to make a ten percent (10%) across-the-board budget cut. Over the last two state fiscal years, state funding for the Department has been reduced by thirty-two percent. At the IDE, these cuts require a reduction in the current workforce. Next fiscal year, the State is projected to have more than a \$1 billion shortfall of a \$6.5 billion budget.

Nature and Frequency: The IDE plans collect annually from each LEA in the state and will build the reporting capacity for the public dissemination. Significant barriers to successful completion are noted above.

The IDE will post the current status of this indicator on the newly created SFSF Phase II web page in order to provide a single point of access for the public to view these indicators, descriptors, and data elements. This website will be updated annually with the IDE's current status. The website url is http://www.iowa.gov/educate/index.php?option=com_content&view=article&id=1917.

Amount of funds that the state is using or will use to develop and implement means, whether the funds are or will be federal, state or local: To meet this new requirement, the IDE will need to

have this effort supported by 100% percent federal funds. The IDE has requested funds for this capacity in the ARRA SLDS grant (CFDA # 84.384).

Additional Budget Expenses: The IDE will build the collection and reporting capacity for this indicator.

Additional Developer time = \$25,000

Total = \$25,000

Describe agency responsible for development, execution and oversight: The IDE will be the responsible agency for the development, execution, and oversight of indicator (a)(3).

Indicator (a)(4)	Provide, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level.
Indicator (a)(5)	Indicate, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, whether the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level are publicly reported for each school in the LEA.

Overview of Indicator: Iowa Code (IC 284.3) requires LEAs to evaluate teachers, at a minimum, by indicating whether the teacher does or does not meet the criteria selection. All districts must comply with evaluation of teachers per this Code requirement.

The IDE has proposed to amend Iowa administrative rule in order to clearly indicate teacher evaluation systems will provide multiple forms of evidence of student learning and growth to students, families and staff. This change is further supported by individual teacher development plans that align with student achievement goals of the teacher's classroom tied to the comprehensive school improvement plans and the needs of the teacher.

The IDE agrees that it will be able to fulfill the requirements of SFSF Phase II application and still protect confidential personnel records protects by the Iowa Supreme Court, in Clymer v. City of Cedar Rapids, 601 N.W.2d 42 (Iowa 1999) ruling. The IDE can collect and report these data for all LEAs in the State.

None of Iowa's LEA currently publicly report the teachers rated at each performance level. The IDE will build the reporting capacity in order to meet this new requirement.

Milestones:

1. Develop the collection capacity – September 1, 2010
2. Roll out the collection capacity to all LEAs in the State – April, 1 2011

3. Collect data from all LEAs in the State – May 1, 2011
4. Build the reporting capacity to report these data publicly – June, 1 2011
5. Rollout of Public Reporting – September 30, 2011

Date of Completion: September 30, 2011

Obstacles: The lack of funding or personnel required to collect this information annually from school districts is a barrier. Because the current IDE data collection and reporting systems need modification in order to meet this requirement, funding and personnel resources must be secured.

Nature and Frequency: The IDE plans to collect information annually from each LEA in the state and will build the reporting capacity for public dissemination. Significant barriers to successful completion are noted above.

The IDE will post the current status of this indicator on the newly created SFSF Phase II web page in order to provide a single point of access for the public to view these indicators, descriptors, and data elements. This website will be updated annually with the IDE's current status. The website url is:

http://www.iowa.gov/educate/index.php?option=com_content&view=article&id=1917.

Amount of funds that the state is using or will use to develop and implement means, whether the funds are or will be federal, state or local: To meet this new requirement, the IDE will need to support this effort with 100% percent federal funds.

Additional Budget Expense:

Developer time = \$50,000

As mentioned above cost will involve IDE personnel time. A dedicated FTE included in the above costs would be used for this work as well.

Total = \$50,000

Describe agency responsible for development, execution and oversight: The IDE will be the responsible agency for the development, execution, and oversight of indicator (a)(4) and (a)(5).

Descriptor (a)(2)	Describe, for each LEA in the State, the systems used to evaluate the performance of principals and the use of results from those systems in decisions regarding principal development, compensation, promotion, retention, and removal.
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Overview of Descriptor: After further discussion with the United States Department of Education regarding the details of these indicators/descriptor, the IDE agrees that it will be able to fulfill the requirements of SFSF Phase II application and still protect confidential personnel

records protects by the Iowa Supreme Court, in *Clymer v. City of Cedar Rapids*, 601 N.W.2d 42 (Iowa 1999) ruling.

Iowa Code Section 256.7 (27) requires all administrators to be evaluated according to the Iowa Leadership Standards. The first standard requires an educational leader to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. Criteria further explain that the administrator must, in collaboration with others, use appropriate data to establish rigorous, concrete goals using the context of student achievement and instructional programs. The evaluation process then mirrors that of all teachers as described above.

Milestones:

1. Developing the collection capacity – September 1, 2010
2. Roll out the collection capacity to all LEAs in the State – April, 1 2011
3. Collect data from all LEAs in the State – May 1, 2011
4. Building the reporting capacity to report these data publicly – June, 1 2011
5. Rollout of Public Reporting – September 30, 2011

The IDE plans to work with the *Great Teachers and Leaders* stakeholder group on designing and implementing a reporting structure that will provide useful information on the evaluation systems required under IC 256.7, and deciding how these system will be used in evaluation decisions. Other milestones to be achieved will include the collection of data from each LEA, building a data load and integration capacity within the IDE data warehouse and developing a reporting structure in order to deliver new information.

Date of Completion: September 30, 2011

Obstacles: The IDE does not have the funds, personnel or resources to build this collection mechanism and reporting capacity. Iowa is unique in that the Iowa Legislature appropriated the ARRA SFSF but chose to reserve none of those funds for the IDE. In order for the IDE to meet this new requirement, it will require federal funding from the ARRA SLDS grant (CFDA # 84.384) or receipt of the Teacher Quality Enhancement Grant (TQEG) grant. Without these funds, the IDE will have difficulty meeting this new requirement.

Like most applicant states, Iowa's budget is in dire circumstances. This fiscal year, State agencies were ordered to make a ten percent (10%) across-the-board budget cut. At the IDE, these cuts require a reduction in the current workforce. Next fiscal year, the State is projected to have more than a \$1 billion shortfall of a \$6 billion budget.

Nature and Frequency: The IDE plans to collect information annually from each LEA in the state and will build the reporting capacity for the public to access this information. Significant obstacles to implementing this indicator are listed above.

The IDE will post the current status of this descriptor on the newly created SFSF Phase II web page in order to provide a single point of access for the public to view these indicators, descriptors, and data elements. This website will be updated annually with the IDE's current status. The website url is:

http://www.iowa.gov/educate/index.php?option=com_content&view=article&id=1917.

Amount of funds that the state is using or will use to develop and implement means, whether the funds are or will be federal, state or local: To meet this new requirement, the IDE will need to support this effort with 100% percent federal funds.

Budget: As mentioned above, there are recurring costs to collecting this information annually from each LEA. The IDE will need DE consultant time to work with districts on transmission of these data, answer questions related to the collection of this descriptor, and ensure information is accurate. If you combine all of the teacher and principal evaluation indicators and descriptors, this is conservatively a full time education program consultant. The average salary is \$70,000 for an education program consultant. Including fringe (31%) equals \$91,700. These are recurring costs which would need to be funded each year. SFSF Phase II funding is a one time appropriation. Without recurring funding it will be difficult to collect and report these data annually. Further, these costs do not include the cost of collection an input of these data for each LEA in the State. It should be noted that this will require additional labor for each district across not only this descriptor but all of the new requirements related to teacher and principal evaluations.

Additional Budget Expenses:

Additional Developer time = \$25,000

Total = \$25,000

Describe agency responsible for development, execution and oversight: The IDE will be the responsible agency for the development, execution and oversight of descriptor (a)(2).

Indicator (a)(6)	Indicate, for each LEA in the State, whether the systems used to evaluate the performance of principals include student achievement outcomes or student growth data as an evaluation criterion.
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Overview of Descriptor: As mentioned above, Iowa Code Section 256.7 (27) requires all administrators to be evaluated according to the Iowa Leadership Standards. The first standard requires that an educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. Criteria further explain that the administrator must, in collaboration with others, use appropriate data to establish rigorous, concrete goals using the context of student achievement and instructional programs. The evaluation process then mirrors that of all teachers as described above. Therefore, all principals in the state must use student achievement outcomes as part of their evaluation system.

Iowa Code section 256.7(27) requires all principals to be evaluated according to the Iowa Leadership Standards. Iowa Administrative Code 281-83.10(284A) describes the leadership standards and criteria that are in place for all school districts. LEAs can add additional criteria to the assessment process. The IDE will collect information from districts on these additional criteria.

Milestones:

1. Developing the collection capacity – September 1, 2010
2. Roll out the collection capacity to all LEAs in the State – April, 1 2011
3. Collect data from all LEAs in the State – May 1, 2011
4. Building the reporting capacity to report these data publicly – June, 1 2011
5. Rollout of Public Reporting – September 30, 2011

The IDE plans to work with the *Great Teachers and Leaders* stakeholder group on designing and implementing a reporting structure that will provide useful information on the evaluation systems required under IC 284.3 and deciding how these systems will be used in evaluation decisions. Other milestones to be achieved will include the collection of data from each LEA, building a data load and integration capacity within the IDE data warehouse and developing a reporting structure in order to deliver new information.

Date of Completion: September 30, 2011

Obstacles: The IDE does not have the funds, personnel or resources to build this collection mechanism and reporting capacity. Iowa is unique in that the Iowa Legislature appropriated the ARRA SFSF but chose not to reserve any of those funds for the IDE. In order for the IDE to meet this new requirement, it will require funding from the ARRA SLDS grant (CFDA # 84.384). Without these funds, the IDE will have difficulty meeting this new requirement.

Iowa's budget is in dire circumstances. This fiscal year, State agencies were ordered to make a ten percent (10%) across-the-board budget cut. Over the last two state fiscal years, state funding for the Department has been reduced by thirty-two percent. At the IDE, these cuts require a reduction in the current workforce. Next fiscal year, the State is projected to have more than a \$1 billion shortfall of a \$6.5 billion budget.

Nature and Frequency: The IDE plans to collect information annually from each LEA in the state and will build the reporting capacity for the public to access. Significant barriers to successful completion are noted above.

The IDE will post the current status of this indicator on the newly created SFSF Phase II web page in order to provide a single point of access for the public to view these indicators, descriptors, and data elements. This website will be updated annually with the IDE's current status. The website url is

http://www.iowa.gov/educate/index.php?option=com_content&view=article&id=1917.

Amount of funds that the state is using or will use to develop and implement means, whether the funds are or will be federal, state or local: To meet this new requirement, the IDE will need to support this effort with 100% percent federal funds. The IDE has requested funds for this capacity in the ARRA SLDS grant (CFDA # 84.384).

Additional Budget Expenses: The IDE will build the collection and reporting capacity for this indicator.

Additional Developer time = \$25,000

Total = \$25,000

Describe agency responsible for development, execution and oversight: The IDE will be the responsible agency for the development, execution, and oversight of indicator (a)(6).

Indicator (a)(7)	Provide, for each LEA in the State whose principals receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of principals rated at each performance rating or level.
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Overview of Indicator: Iowa Code (IC 284.3) requires LEAs to evaluate teachers, at a minimum, by indicating whether the teacher does or does not meet the criteria selection. All districts must comply with evaluation of teachers per this Code requirement.

Iowa Code section 256.7(27) requires all principals to be evaluated according to the Iowa Leadership Standards. Iowa Administrative Code 281-83.10(284A) describes the leadership standards and criteria that are in place for all school districts. LEAs can add additional criteria to the assessment process. The IDE will collect information from districts on these additional criteria.

The IDE has proposed to amend Iowa administrative rule in order to clearly indicate teacher evaluation systems will provide multiple forms of evidence of student learning and growth to students, families and staff. This change is further supported by individual teacher development plans that align with student achievement goals of the teacher's classroom tied to the comprehensive school improvement plans and the needs of the teacher.

The IDE agrees that it will be able to fulfill the requirements of SFSF Phase II application and still protect confidential personnel records protects by the Iowa Supreme Court, in Clymer v. City of Cedar Rapids, 601 N.W.2d 42 (Iowa 1999) ruling. The IDE can collect and report these data for all LEAs in the State.

Milestones:

1. Develop the collection capacity – September 1, 2010
2. Roll out the collection capacity to all LEAs in the State – April, 1 2011

3. Collect data from all LEAs in the State – May 1, 2011
4. Build the reporting capacity to report these data publicly – June, 1 2011
5. Rollout of Public Reporting – September 30, 2011

Date of Completion: September 30, 2011

Obstacles: The lack of funding or personnel required to collect this information annually from school districts is a barrier. Because the current IDE data collection and reporting systems need modification in order to meet this requirement, funding and personnel resources must be secured.

Nature and Frequency: The IDE plans to collect information annually from each LEA in the state and will build the reporting capacity for public dissemination. Significant barriers to successful completion are noted above.

The IDE will post the current status of this indicator on the newly created SFSF Phase II web page in order to provide a single point of access for the public to view these indicators, descriptors, and data elements. This website will be updated annually with the IDE's current status. The website url is:

http://www.iowa.gov/educate/index.php?option=com_content&view=article&id=1917.

Amount of funds that the state is using or will use to develop and implement means, whether the funds are or will be federal, state or local: To meet this new requirement, the IDE will need to support this effort with 100% percent federal funds.

Additional Budget Expense:

Developer time = \$50,000

As mentioned above cost will involve IDE personnel time. A dedicated FTE included in the above costs would be used for this work as well.

Total = \$50,000

Describe agency responsible for development, execution and oversight: The IDE will be the responsible agency for the development, execution, and oversight of indicator (a)(4) and (a)(5).

II. INDICATOR (b)(1) Data Elements America Competes Act

Plan Element Verification: Please mark which elements, per the instructions in Part 1, must be addressed in your state plan:

<u>COMPETES Element</u>	<u>Must be addressed in plan</u>	<u>Does not need to be addressed in plan</u>
1		X

	2	X	
	3	X	
	4		X
	5		X
	6		X
	7		X
	8		X
	9		X
	10		X
	11	X	
	12		X

The IDE has nine (9) of the twelve (12) data elements required by The America COMPETES Act. The data elements that need to be completed are listed below.

(i) PRESCHOOL THROUGH GRADE 12 EDUCATION AND POSTSECONDARY EDUCATION- With respect to preschool through grade 12 education and postsecondary education--

Data Element #2 and #3	(II) student-level enrollment, demographic, and program participation information.
	(III) student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P-16 education programs.

Overview of Data Elements: Currently, the IDE has student-level enrollment data, demographic data, program participation data as well as exit, transfer in-and-out, dropout, and completion data for all students in the K-12 system and the community college system (grades 12-14). The IDE does not have this information for public Regent universities.

The Iowa Department of Education (IDE) has been working with the Iowa Board of Regents and Regent Universities on fulfilling the requirements outlined in the ARRA SFSF Phase II application. However, there are legal barriers that still exist that will need to overcome in order to adequately complete the indicators/descriptors and data elements in the application. The IDE does not have direct oversight of the Board of Regents or Regent Universities. These are separate agencies which complicates the sharing of information across agencies. FERPA outlines the need to protect student privacy and does not allow for the redisclosure of information. The IDE, Board of Regents and Regent Universities will continue to work on finding a solution and meet the requirements in the SFSF Phase II application. If it is determined necessary, the IDE will request legislative language that ensures permissive sharing of these data between governmental entities. These milestones are outline in the below addendum to the original application.

Milestones:

1. Host monthly meeting with the Board of Regents, Regent Universities and IDE to discuss legal options in meeting these requirements (could include recommendations on necessary statutory changes) – May 2010
2. Develop the linking and collection capacity – October 2010
3. Develop the loading capacity into statewide longitudinal data system – February 2011
4. Build the reporting capacity– June, 1 2011
5. Rollout of reporting – September 30, 2011

Projected milestones include expansion of the IDE's data collection capacity to include the Regent university system in Iowa and the integration of the community college system data into a common SLDS. The IDE met with the Iowa Board of Regents and representatives of each public university to discuss these new requirements. An agreement in principle has been made by all parties involved. However, there are legal barriers that need to be addressed prior to the sharing of these data.

Date of Completion: September 30, 2011

Obstacles: The Family Educational Rights and Privacy Act (FERPA) prevents re-disclosure of personally identifiable student information that is needed in order for Iowa to meet this requirement. This legal barrier needs to be resolved in order for Iowa to complete this required data element. This may require additional action at the federal or state level to resolve.

The IDE does not have the funds, personnel, time or resources to expand its data collection capacity. Iowa is unique in that the Iowa Legislature appropriated the ARRA SFSF and but chose not to reserve any of those funds for the IDE. In order for the IDE to meet this new requirement, it will require funding from the ARRA SLDS grant (CFDA # 84.384). Without these funds, the IDE will have difficulty meeting this new requirement.

Iowa's budget is in dire circumstances. This fiscal year, State agencies were ordered to make a ten percent (10%) across-the-board budget cut. At the IDE, these cuts require a reduction in the current workforce. Next fiscal year, the State is projected to have more than a \$1 billion shortfall in a \$6 billion budget.

Nature and Frequency: The IDE plans to create a staged rollout and expansion of its data collection capacity to include postsecondary data. Data will be collected annually. Significant barriers to implementation of this new data element are noted above.

The IDE will post the current status of this data element on the newly created SFSF Phase II web page in order to provide a single point of access for the public to view these indicators, descriptors, and data elements. This website will be updated annually with the IDE's current

status. The website url is:

http://www.iowa.gov/educate/index.php?option=com_content&view=article&id=1917.

Amount of funds that the state is using or will use to develop and implement means, whether the funds are or will be federal, state or local: Expansion of this collection system will cost approximately \$550,000 over a three-year period. This amount is composed of one-time costs necessary to expand the data collection capacity and to fully integrate the data into the IDE systems. Additionally, there will be recurring costs for ongoing maintenance and support of this new capability.

Describe agency responsible for development, execution and oversight: The IDE will be the responsible agency for the development, execution, and oversight of data elements 2 and 3.

(iii) POSTSECONDARY EDUCATION- With respect to postsecondary education, data that provide—

Data Element #11	(I) information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework.
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Overview of Data Element: The IDE has been working with the Regent universities and community college system to complete this new requirement. Integrating community college data is in our current project plan and will be possible during the prescribed timeframe. The IDE has an agreement in principle to share information with the Board of Regents and public postsecondary Regent universities. However, legal barriers, such as the re-disclosure of educational records, could deter completion of this requirement.

Milestones:

1. Host monthly meeting with the Board of Regents, Regent Universities and IDE to discuss legal options in meeting these requirements (could include recommendations on necessary statutory changes) – May 2010
2. Develop the linking and collection capacity – October 2010
3. Develop the loading capacity into statewide longitudinal data system – February 2011
4. Build the reporting capacity– June, 1 2011
5. Rollout of reporting – September 30, 2011

The IDE has held several meetings with the Iowa Board of Regents and the Regent universities. An information sharing agreement will have to be created and direct oversight of these data will need to be addressed by all parties prior to completion of this data element. Once the policy issues are resolved, the technical integration will be created, implemented, and rolled out. This

includes creating a common repository of shared data, loading data into the repository and the creating of reports to disseminate this student information.

Date of Completion: September 30, 2011

Obstacles: FERPA prevents re-disclosure of personally identifiable student information that is required in order for Iowa to meet this requirement. This legal barrier needs to be resolved in order for Iowa to complete this required data element. This may require additional action at the federal or state level to resolve. The IDE will continue to work with the Iowa Board of Regents and Regent Universities in order to find a way to meet this new requirement.

In Iowa, the IDE has oversight for the K-12 system and community colleges. The Iowa Board of Regents oversees public higher education institutions. The Regent universities are separate agencies without direct oversight which complicates the legality of sharing information across multiple agencies. While some progress has been made in discussing the need to share information, and while the assurances in the ARRA provide a potential mechanism, it is not clear that there are adequate incentives to build a SLDS for student information across the educational spectrum.

The ARRA provides a mechanism for funding and requires all SEAs to build a SLDS that includes postsecondary data without legal authority to do so. Assuming the legal issues can be resolved, it is not clear that adequate incentives have been offered to higher education institutions provide student data on an ongoing basis to a SLDS.

The IDE does not have the funds, personnel or resources to expand its data collection capacity to the Board of Regents and Regent universities. The IDE was funded partially by the 2009 IDE SLDS grant competition to include community college data.

Iowa is unique in that the Iowa Legislature appropriated the ARRA SFSF but chose not to reserve any of those funds for the IDE. In order for the IDE to meet this new requirement for all postsecondary student information, it will require funding from the ARRA SLDS grant (CFDA # 84.384). Without full funding, the IDE will have difficulty meeting this new requirement.

Iowa's budget is in dire circumstances. This fiscal year, State agencies were ordered to make a ten percent (10%) across-the-board budget cut. At the IDE, these cuts require a reduction in the current workforce. Next fiscal year, the State is projected to have more than a \$1 billion shortfall of a \$6 billion budget.

Nature and Frequency: Assuming the cited barriers can be overcome, the IDE plans to collect these data annually from the Regents and community colleges.

The IDE will post the current status of this data element on the newly created SFSF Phase II web page in order to provide a single point of access for the public to view these indicators, descriptors, and data elements. This website will be updated annually with the IDE's current status. The website url is:

http://www.iowa.gov/educate/index.php?option=com_content&view=article&id=1917.

Amount of funds that the state is using or will use to develop and implement means, whether the funds are or will be federal, state or local: Expansion of this collection system will cost approximately \$550,000 over a three-year period. This amount is composed of one-time costs necessary to expand the data collection capacity and to fully integrate the data into the IDE systems. Additionally, there will be recurring costs for ongoing maintenance and support of this new capability.

Describe agency responsible for development, execution and oversight: The IDE, Iowa Board of Regents and Regent universities will be jointly responsible for the development, execution and oversight of data element 11.

III. INDICATOR (b)(2) – Not Applicable

IV. INDICATOR (b)(3)

Indicator (b)(3)	Indicate whether the State provides teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects with reports of individual teacher impact on student achievement on those assessments.
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The IDE will implement this indicator for all teachers of reading/language arts and mathematics in the grades which the State administers assessments in those subjects with reports of individual teacher impact on student achievement on those assessments.

Overview of Data Element: The IDE does not currently provide teachers of reading/language arts and mathematics in grades in which the state administers assessments in those subjects with reports on individual teacher impact on student achievement on those assessments. Teachers in Iowa have historically received reports for each of their students showing growth using the Iowa Test of Basic Skills or the Iowa Test of Educational Development. The IDE is concerned about using only one measure in determining teacher impact on student achievement. In order to responsibly create such a report, the IDE believes it is important to add multiple measures into a formula for determining teacher impact. Additionally, the IDE strongly suggests that student achievement reports should include data regarding other variables impacting student achievement in order to be valid measures.

Milestones:

1. Stakeholder input regarding teacher impact on student achievement. – Recurring meetings beginning September 1, 2010.
2. Work with Iowa Testing Programs on measurement design and report development. – February 2011
3. Rollout of report – September 30, 2011

The IDE formed a stakeholder group to examine this new requirement in depth. This group, comprised of many education system stakeholders including representatives from the Iowa

Association of School Boards, Iowa State Education Association, School Administrators of Iowa, Iowa Testing Programs, Regent universities and LEA personnel will assist in discussing this new requirement to responsibly create a set of metrics which can assist in determining teacher impact. Once these metrics have been defined, the IDE will work toward the creation of a report which provides feedback on the potential impact of a teacher on student achievement. Lastly, significant training will be required in order to rollout this out the thousands of teachers that are affected.

Date of Metrics Completion: September 30, 2012

Obstacles: The IDE currently does not have the funds, personnel or resources to implement this new requirement. Iowa is unique in that the Iowa Legislature appropriated the ARRA SFSF but chose not to reserve any of those funds for the IDE. In order for the IDE to meet this new requirement, it will require funding from the ARRA SLDS grant (CFDA # 84.384). Without full funding, the IDE will have difficulty meeting this new requirement.

Iowa's budget is in dire circumstances. This fiscal year, State agencies were ordered to make a ten percent (10%) across-the-board budget cut. At the IDE, these cuts require a reduction in the current workforce. Next fiscal year, the State is projected to have more than a \$1 billion shortfall in a \$6 billion budget.

Nature and Frequency: The IDE plans to design a report which will meet the requirement of this indicator. Once this report is designed it will be distributed annually.

The IDE will post the current status of this indicator on the newly created SFSF Phase II web page in order to provide a single point of access for the public to view these indicators, descriptors, and data elements. This website will be updated annually with the IDE's current status. The website url is:

http://www.iowa.gov/educate/index.php?option=com_content&view=article&id=1917.

Amount of funds that the state is using or will use to develop and implement means, whether the funds are or will be federal, state or local: The IDE does not currently have the funds or personnel to meet this new requirement. In order to implement this collection and reporting capacity, it will need funding from the ARRA SLDS grant (CFDA# 84.384). The cost to implement this new requirement is approximately \$412,000. There are significant training costs associated with reporting these data appropriately. These costs include report development, metric design and implementation and roll out of reporting capacity.

Describe agency responsible for development, execution and oversight: Working with stakeholders, the IDE will be responsible for the development, execution and oversight of indicator (b)(3).

Indicator (c)(10)	Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), the number and percentage (including numerator and denominator) of students who graduate from high school using a four-year adjusted cohort graduation rate as required by 34 CFR
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200.19(b)(1)(i).

Overview of Data Element: Currently, the IDE has the ability to compute and report for each high school in the state and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), the number and percentage (including numerator and denominator) of students who graduate from high school using a four-year adjusted cohort graduation rate as required by 34 CFR 200.19(b)(1)(i).

Although the IDE has the ability to report a four-year adjusted cohort graduation rate as required by 34 CFR 200.19(b)(1)(i), it has not done so because of how this formula has been designed. The IDE strongly believes that districts and schools should be given credit for graduating all students, regardless of the length of time it takes for a student to complete a secondary education. By creating a four-year timeframe for graduating all students, the IDE believes it constructs the wrong incentive for schools and defines which students are the most important - those that can complete their secondary education within four years- while those students that take longer become expendable. The IDE recognizes that the changes to Title I regulations allow for an extended graduation formula, regardless, the four-year window is too prescriptive.

Currently, the IDE does report the National Governor's Association (NGA) graduation rate. The NGA guidance provides some leeway for student's with disabilities that can take longer than four years to graduate. The version of the NGA rate which the IDE reports provides an extended timeline for students with disabilities. However, the graduation rate required by 34 CFR 200.19(b)(1)(i). creates a 4-year prescribed timeframe.

Milestones:

1. Finalizing the methodology for calculation - February 1, 2010
2. Calculation of 4 –year cohort rate for the class of 2010 graduates. – March 1, 2011
3. Reporting of these data September 30, 2011 in the State Report Card.

The IDE has completed the data collection and methodology and can report a 4-year cohort rate and will comply with this new requirement.

Date of Completion: September 30, 2011

Obstacles: The IDE does not foresee any problems in implementing and reporting this new graduation rate calculation.

Nature and Frequency: The IDE will implement and report using this graduation formula by the required deadline. This graduation rate calculation will be reported annually to the public.

The IDE will post the current status of this indicator on the newly created SFSF Phase II web page in order to provide a single point of access for the public to view these indicators,

descriptors, and data elements. This website will be updated annually with the IDE's current status. The website url is:

http://www.iowa.gov/educate/index.php?option=com_content&view=article&id=1917

Amount of funds that the state is using or will use to develop and implement means, whether the funds are or will be federal, state or local: The IDE does not need additional funds in order to implement this new requirement.

Describe agency responsible for development, execution and oversight: The IDE will be responsible for the development, execution, and oversight of indicator(c)(10).

V. INDICATORS (c)(11) AND (c)(12)

Plan Element Verification: Please check only the boxes that apply in the following chart to indicate which elements must be addressed in this section of your state plan:

<u>Element</u>	<u>Not Applicable: The State will develop and implement the means to collect and publicly report the data (Complete Plan in Section I).</u>	<u>Applicable: The State will develop but not implement the means to collect and publicly report the data (Complete Plan in this section).</u>
Indicator (c)(11)	X	
Indicator (c)(12)	X	

Indicator (c)(11)	Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i), the number and percentage (including numerator and denominator) who enroll in an institution of higher education (IHE) (as defined in section 101(a) of the Higher Education Act of 1965, as amended (HEA)) within 16 months of receiving a regular high school diploma.
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Overview of Data Element: The IDE does not collect or report, for each high school and by subgroup, the number and percentage of students that enroll in an institution of higher education within 16 months of receiving a regular high school diploma.

Milestones: The IDE has met multiple times with the Iowa Board of Regents and the public Regent universities regarding this and other indicators. Iowa will need to make some significant changes to its data systems in order to begin to collect these data and report them publicly. The obstacles outlined below are significant and need to be overcome before the IDE can meet this new requirement.

1. Host monthly meeting with the Board of Regents, Regent Universities and IDE to discuss legal options in meeting these requirements (could include recommendations on necessary statutory changes) – May 2010
2. Work with the National Student Clearinghouse – September 2010
3. Develop the linking and collection capacity – February 2011
4. Develop the loading capacity into statewide longitudinal data system – February 2011

Date of Completion: September 30, 2011

Obstacles: The only way to obtain this information is to utilize the National Student Clearinghouse student tracker system. However, the National Student Clearinghouse uses social security numbers as its primary identifier. In 2004, the IDE purged social security numbers as a required field from its collection. Approximately, forty percent (40%) of student social security numbers (SSN) are voluntarily reported to the IDE.

While there is no state or federal law that prohibits the DE from collecting SSNs of minor students, that does not mean that collecting SSNs is wise. Parents and guardians of minor students are aware of the dangers of identity theft and want schools and this agency to be sensitive to such dangers. Even though there is no law in place, the Social Security Administration, IRS, and dozens of for-profits ventures are taking pains to make the public aware of the dangers of identity theft. Below are a few examples.

From the Social Security Administration:

- http://search.ssa.gov/search?access=p&entqr=0&sort=date%3AD%3AL%3Ad1&output=xml_no_dtd&ie=UTF-8&btnG=GO&client=default_frontend&q=identity+theft&ud=1&oe=UTF-8&proxystylesheet=default_frontend&ip=165.206.168.251&proxyreload=1&start=10

From the IRS:

- <http://www.irs.gov/privacy/article/0,,id=186436,00.html>

From dot-coms:

- <http://www.creditfyi.com/Identity-Theft/Preventing-Identity-Theft/Make-Your-Kids-Social-Security-Numbers-Top-Secret.htm>
- <http://moneycafe.com/blog/2009/04/child-identity-theft/>
- http://www.idtheftcenter.org/artman2/publish/v_fact_sheets/Fact_Sheet_120.shtml
- <http://www.transunion.com/corporate/personal/fraudIdentityTheft/fraudPrevention/childIdentityTheft.page>

- <http://www.whostolemyidentity.com/2007/04/child-identity-theft/>

The above list provides a small sampling of available resources.

The National Student Clearinghouse has the capacity to capture a secondary student identifier. However, in order for the IDE to leverage this other identifier, all Institutions of Higher Education that accept an Iowa graduate would need to receive this identifier, input it into their data system, and in turn, report it to the National Student Clearinghouse. The possibility of all of these activities occurring in the prescribed timeline by September 30, 2011, is highly unlikely. While Iowa can create a solution that works for its in-state institutions, this indicator includes national implications. Use of Iowa's unique student identifier is not a solution for national issues, which are based on use of SSNs.

Other options to meet this requirement include: 1) begin to collect social security numbers from districts, which while legally possible, is not a direction the IDE would like to consider or; 2) report this indicator for students from districts that voluntarily provide social security numbers to the IDE. The first option is problematic for some districts, such as the Des Moines Community School District, because they have also systematically stopped collecting social security numbers due to privacy concerns. Des Moines is the largest LEA in the state and would need to revamp their collection capacity in order to meet this change in requirement. The second option is problematic because it would only include selective collecting and reporting and would only partially meet this new requirement. However, given these barriers, the latter option is likely the only one currently viable for the IDE. The IDE will develop the capacity to meet this requirement but will not build the reporting capacity at this time.

Nature and Frequency: The IDE plans to continue to work on this new requirement with the intent of completion by the deadline. If the logistics and obstacles can be overcome, the IDE will collect and report this information annually to the public.

The IDE will post the current status of this indicator on the newly created SFSF Phase II web page in order to provide a single point of access for the public to view these indicators, descriptors, and data elements. This website will be updated annually with the IDE's current status. The website url is:

http://www.iowa.gov/educate/index.php?option=com_content&view=article&id=1917.

Amount of funds that the state is using or will use to develop and implement means, whether the funds are or will be federal, state or local: The IDE currently does not have the funds, personnel or resources to implement this new requirement. Iowa is unique in that the Iowa Legislature appropriated the ARRA SFSF but chose not to reserve any of those funds for the IDE. In order for the IDE to meet this new requirement, it will need funding from the ARRA SLDS grant (CFDA # 84.384). Without funding, the IDE will have difficulty meeting this new requirement.

Iowa's budget is in dire circumstances. This fiscal year, State agencies were ordered to make a ten percent (10%) across-the-board budget cut. At the IDE, these cuts require a reduction in the current workforce. Next fiscal year, the State is projected to have more than a \$1 billion shortfall of a \$6 billion budget.

Funding for this new requirement will have to be 100% federal funding. The costs of implementation will include personnel, an annual recurring subscription to the National Student Clearinghouse, ETL development for loading data into the SDLS and report development for dissemination of results to education stakeholders including the public. The estimated cost to implement this requirement is \$320,000 for a three-year period. Part of these costs will include one time set-up fees to build this capacity. However, costs such as personnel time and subscription fees will be ongoing.

Additional Budget Expenses:

The below budget is included in the ARRA SLDS grant (CFDA# 84.384). The ARRA grant covers 3 years of funding.

Post-secondary Data Analyst = \$81,588 (salary plus fringe)
 \$75,000 Data Steward Expenses

Total = \$319,764

Describe agency responsible for development, execution and oversight: The IDE, along with the Iowa Board of Regents and Regent universities, will have joint responsibility for the development, execution, and oversight of indicator (c)(11).

Indicator (c)(12)	Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i) who enroll in a public IHE (as defined in section 101(a) of the HEA) in the State within 16 months of receiving a regular high school diploma, the number and percentage (including numerator and denominator) who complete at least one year's worth of college credit (applicable to a degree) within two years of enrollment in the IHE.
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Overview of Data Element: The IDE does not collect or report, for each high school and by subgroup the students who graduate from an Iowa high school and enroll in a public Institution of High Education (IHE) within 16 months of receiving a regular high school diploma, the number and percentage who complete one year's worth of college credit within two years of enrollment in the IHE.

As noted earlier in the Iowa clarification document. FERPA is a potential barrier to completing this requirement. However, the IDE will continue to work with the Iowa Board of Regents and the public Regent universities to find a solution that will ensure protections under FERPA regulations.

Milestones: The IDE has met multiple times with the Iowa Board of Regents and the public Regent universities regarding this and other indicators. The IDE, Board of Regents and the Regent universities have an agreement in principle to share and report this information assuming the legal barriers can be overcome. A data collection capacity will have to be built to share this

information with the IDE on a systematic manner. Once the data is collected, an ETL process will need to be created to load it into Iowa's SLDS.

1. Host monthly meeting with the Board of Regents, Regent Universities and IDE to discuss legal options in meeting these requirements (could include recommendations on necessary statutory changes) – May 2010
2. Work with the National Student Clearinghouse – September 2010
3. Develop the linking and collection capacity – February 2011
4. Develop the loading capacity into statewide longitudinal data system – February 2011

Date of Completion: September 30, 2011

Obstacles: FERPA prevents re-disclosure of personally identifiable student information that is required in order for Iowa to meet this requirement. This legal barrier needs to be resolved in order for Iowa to complete this required data element. This may require additional action at the federal or state level to resolve.

In Iowa, the IDE has oversight for the K-12 system and community colleges. The Iowa Board of Regents oversees higher public education institutions. The Regent universities are separate agencies without direct oversight which complicates the legality of sharing information across multiple agencies. While some progress has been made in discussing the need to share, and while the assurances in the ARRA provide a potential mechanism, it is not clear that there are adequate incentives to build a SLDS with students across the educational spectrum.

Nature and Frequency: The IDE plans to continue work on this new requirement with the intent of completion by the deadline. If the logistics and obstacles can be overcome, the IDE will collect and report this information annually to the public.

The IDE will post the current status of this indicator on the newly created SFSF Phase II web page in order to provide a single point of access for the public to view these indicators, descriptors, and data elements. This website will be updated annually with the IDE's current status. The website url is:

http://www.iowa.gov/educate/index.php?option=com_content&view=article&id=1917.

Amount of funds that the state is using or will use to develop and implement means, whether the funds are or will be federal, state or local: The IDE does not currently have the funds, personnel or resources to complete this requirement. Iowa is unique in that the Iowa Legislature appropriated the ARRA SFSF but chose not to reserve any of those funds for the IDE. In order for the IDE to meet this new requirement, it will require funding from the ARRA SLDS grant (CFDA # 84.384). Without these funds, the IDE will have difficulty meeting this new requirement.

Additional Budget Expenses:

The below budget is included in the ARRA SLDS grant (CFDA# 84.384). The ARRA grant covers 3 years of funding.

Data Warehouse ETL Engineer = \$86,184 (salary plus fringe)


Data Warehouse BI Developer = \$81,588 (salary plus fringe)

\$75,000 Data Steward Expenses = \$156,818

Equipment = \$75,000

Three Year Total = \$683,098

Describe agency responsible for development, execution and oversight: The IDE will be responsible for the development, execution and oversight of indicator (c)(12).

Indicator (d)(3)	Provide, for the State, the number and identity of the schools that are Title I schools in improvement, corrective action, or restructuring, that are identified as persistently lowest-achieving schools.	
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Overview of Data Element: The IDE has a definition of the lowest achieving schools in the State.

Milestones: The IDE will notify districts that have persistently lowest-achieving schools by January 8, 2010. The IDE will post the list of the lowest achieving schools on the IDE website for public dissemination.

Date of Completion: February 1, 2010

Obstacles: The IDE does not see any obstacles in posting the identity of the schools that are Title I schools in improvement, corrective actions, or restructuring, that are indentified as persistently lowest-achieving schools.

Nature and Frequency: The IDE plans to update this information annually.

The IDE will post the current status of this indicator on the newly created SFSF Phase II web page in order to provide a single point of access for the public to view these indicators, descriptors, and data elements. This website will be updated annually with the IDE's current status. The website url is:

http://www.iowa.gov/educate/index.php?option=com_content&view=article&id=1917.

Amount of funds that the state is using or will use to develop and implement means, whether the funds are or will be federal, state or local: There will not be any costs associated with posting this information.

Describe agency responsible for development, execution and oversight: The IDE will be responsible for the development, execution and oversight of indicator (d)(3).

Indicator (d)(4)	Provide, for the State, of the persistently lowest-achieving schools that are Title I schools in improvement, corrective action, or restructuring, the number and identity of those schools that have been turned around, restarted, closed, or transformed (as defined in the NFR) in the last year.
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Overview of Data Element: The IDE has a definition of the lowest achieving schools in the state and can provide, for the State, of the persistently lowest-achieving schools that are Title I schools in improvement, corrective action, or restructuring, the number and identity of those schools that have been turned around, restarted, closed, or transformed in the last year.

Milestones: The IDE will post the list of the lowest achieving schools that have been turned around, restarted, closed, or transformed in the last year on a public website.

Date of Completion: February 1, 2010

Obstacles: The IDE does not see any obstacles in posting the identity of the schools that are Title I schools in improvement, corrective action, or restructuring, that are identified as persistently lowest-achieving schools.

Nature and Frequency: The IDE plans to update this information annually.

The IDE will post the current status of this indicator on the newly created SFSF Phase II web page in order to provide a single point of access for the public to view these indicators, descriptors, and data elements. This website will be updated annually with the IDE's current status. The website url is:

http://www.iowa.gov/educate/index.php?option=com_content&view=article&id=1917.

Amount of funds that the state is using or will use to develop and implement means, whether the funds are or will be federal, state or local: There will not be any costs associated with posting this information.

Describe agency responsible for development, execution and oversight: The IDE will be responsible for the development, execution and oversight of indicator (d)(4).

Indicator (d)(5)	Provide, for the State, the number and identity of the schools that are secondary schools that are eligible for but do not receive, Title I funds, that are identified as persistently lowest-achieving schools.
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Overview of Data Element: The IDE has the number and identity of schools that are secondary schools that are eligible for but do not receive, Title I funds, that are identified as persistently lowest-achieving schools..

Milestones: The IDE will notify districts that have persistently lowest-achieving schools by January 8, 2010. The IDE will provide, for the State, the identity of the schools that are secondary schools that are eligible for but do not receive, Title I funds, that are identified as persistently lowest-achieving schools.

Date of Completion: February 1, 2010

Obstacles: The IDE does not see any obstacles in posting this information.

Nature and Frequency: The IDE plans to update this information annually.

The IDE will post the current status of this indicator on the newly created SFSF Phase II web page in order to provide a single point of access for the public to view these indicators, descriptors, and data elements. This website will be updated annually with the IDE's current status. The website url is:

http://www.iowa.gov/educate/index.php?option=com_content&view=article&id=1917.

Amount of funds that the state is using or will use to develop and implement means, whether the funds are or will be federal, state or local: There will not be any costs associated with posting this information.

Describe agency responsible for development, execution and oversight: The IDE will be responsible for the development, execution and oversight of indicator (d)(5).

Indicator (d)(6)	Provide, for the State, of the persistently lowest-achieving schools that are secondary schools that are eligible for, but do not receive, Title I funds, the number and identity of those schools that have been turned around, restarted, closed, or transformed in the last year.
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Overview of Data Element: The IDE can provide, for the State, of the persistently lowest-achieving schools that are secondary schools that are eligible for, but do not receive, Title I funds, the number and identity of those schools that have been turned around, restarted, closed, or transformed in the last year.

Milestones: The IDE can provide this information on a publicly accessible website.

Date of Completion: February 26, 2010

Obstacles: The IDE does not see any obstacles in posting this information.

Nature and Frequency: The IDE plans to update this information annually.

The IDE will post the current status of this indicator on the newly created SFSF Phase II web page in order to provide a single point of access for the public to view these indicators, descriptors, and data elements. This website will be updated annually with the IDE's current

status. The website url is:

http://www.iowa.gov/educate/index.php?option=com_content&view=article&id=1917.

Amount of funds that the state is using or will use to develop and implement means, whether the funds are or will be federal, state or local: There will not be any costs associated with posting this information.

Describe agency responsible for development, execution and oversight: The IDE will be responsible for the development, execution and oversight of indicator (d)(6).

Indicator (d)(7) Provide, for the State and, if applicable, for each LEA in the State, the number of charter schools that are currently permitted to operate under State law.



The cap on Charter Schools has been lifted. Senate File 2033 was signed into law on January 19, 2010. The following website url will provide details regarding this legislation

<http://coolice.legis.state.ia.us/Cool-ICE/default.asp?Category=billinfo&Service=Billbook&menu=false&ga=83&hbill=SF2033> .

Indicator (d)(8) Confirm, for the State and for each LEA in the State that operates charter schools, the number of charter schools currently operating.



The IDE website at the follow website URL is more current than the information on the USDE website. Please use the IDE site for the most current information.

http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=487&Itemid=1334.

Indicator (d)(9) and Indicator (d)(10)	Provide, for the State and for each LEA in the State that operates charter schools, the number and percentage of charter schools that have made progress on State assessments in reading/language arts in the last year.
	Provide, for the State and for each LEA in the State that operates charter schools, the number and percentage of charter schools that have made progress on State assessments in mathematics in the last year.

Overview of Data Element: The IDE collects testing data for all charter schools operated in the State.

Milestones: The IDE can build reports for all students in both reading/language arts and mathematics for all charter schools and the progress made on State assessments.. These reports will be posted on the IDE website.

- Run analyses on Charter School Achievement data – September 1, 2010
- Build reports on Charter School Achievement- October 1, 2010
- Work with Iowa Testing programs and Charter School on analysis and public reporting – February 1, 2011
- Release public reporting capacity – September 30, 2011

Date of Completion: September 30, 2011

Obstacles: The IDE does not foresee any obstacles to complete this new indicator.

Nature and Frequency: The IDE will build and publicly report on this indicator annually.

The IDE will post the current status of this indicator on the newly created SFSF Phase II web page in order to provide a single point of access for the public to view these indicators, descriptors, and data elements. This website will be updated annually with the IDE's current status. The website url is:

http://www.iowa.gov/educate/index.php?option=com_content&view=article&id=1917.

Amount of funds that the state is using or will use to develop and implement means, whether the funds are or will be federal, state or local: The IDE does not need any funding in order to complete this new requirement. No additional budget expenses required.

Describe agency responsible for development, execution and oversight: The IDE will be responsible for the development, execution, and oversight of indicators (d)(9) and (d)(10).

PART 3C-- GENERAL REQUIREMENTS

Please attach the following information—

- (1) Describe the processes the State employs to review and verify the required data and other information on the indicators and descriptors.

The IDE is in the process of convening a series of stakeholder groups in order to review and work on the new requirements outlined in the SFSF Phase II application and the RTTT grant application. The stakeholder groups for SFSF Phase II include *Data Systems and Use of Data*, *Great Teachers and Leaders*, and *Lowest Performing Schools*. Further, the IDE will convene two other stakeholder groups in order to address more specific RTTT issues including *State Success Factors* and *Science, Technology, Engineering, and Mathematics*.

The IDE will assemble input from these stakeholder groups in order to responsibly build the capacity to collect and report the descriptors and indicators required in the SFSF

Phase II application. In several instances, there are legal barriers to implementation which have been noted. In these cases, the IDE will work to resolve these problems. However, it is important to note that there are barriers which could restrict the IDE's ability to comply with these requirements.

- (2) Describe the processes the State employs to ensure that, consistent with 34 CFR 99.31(b), the required data and other information are not made publicly available in a manner that personally identifies students, where applicable.

[Click here to enter text](#)

The IDE has a policy to protect the privacy of education records required by FERPA. All data and reports that are released or posted by the IDE are first reviewed to ensure that they have been de-identified or small cells have been suppressed or combined to ensure personally identifiable information is not revealed.

A description of this policy has been posted on the newly created web page as part of the SFSF phase II application. The url is:

http://www.iowa.gov/educate/index.php?option=com_content&view=article&id=1917.

Part 2a: Additional Submission Requirements – Update of Maintenance-of-Effort Data

Question 3a: Identify and describe the data sources used in determining the levels of State support for elementary and secondary education.

Answer: The Iowa Department of Management and the I3 state budget system data generated using the primary state school aid formula contained in Iowa Code Chapter 257.

The primary funding formula for K-12 school districts is contained in Iowa Code Chapter 257 (<http://coolice.legis.state.ia.us/Cool-ICE/default.asp?category=billinfo&service=IowaCode>). That formula distributes any legislatively-appropriated funding to school districts in an equitable manner. This funding formula does not calculate the amount of funding appropriated each year. Included in this funding each year is the State by-district allocations for the Instructional Support Levy and the State allocations by-district of professional development funds.

The Iowa Legislature sets an allowable growth rate for per pupil funding two years in advance of that funding. For example, in the legislative session that just ended (appropriating money for FY10), the Legislature set the allowable per pupil growth rate for state fiscal year 2011 (SFY11). While this allowable growth rate commits the State to a certain level of additional funding for education, the Legislature must back that commitment with funding during the subsequent legislative session. Thus, while SFY11 allowable growth is set, actual funding to back that agreed-upon allowable growth will be negotiated in the 2010 legislative session.

Thus, to respond to the stated question, the level of school district funding is always managed through negotiations between the Governor and Legislature as a part of the State appropriations process. There is no formula used to specifically determine what that level of funding should be annually.

Question 3b: Identify and describe the data sources used in determining the levels of State support for public IHEs.

Answer: The Iowa Department of Management and its I3 state budget system data generated using the primary state school aid formula contained in Iowa Code Chapter 257.

As previously indicated, the level of public IHE funding is always managed through negotiations between the Governor and Legislature as a part of the State appropriations process. There is no formula used to specifically determine what the level of funding should be annually.

Iowa has two sectors of public IHEs: 1) Regents Institutions (three 4-year public universities), and 2) Community Colleges (fifteen 2-year public community colleges). The processes used to determine the distribution of funding for each individual IHE are different in each of those sectors

For community colleges, Iowa Code Section 260C.18C (<http://coolice.legis.state.ia.us/Cool-ICE/default.asp?category=billinfo&service=IowaCode>) outlines a formula for fund distribution that will be used to divide any Stabilization fund allocations between the fifteen community colleges.

For Regents Institutions, the State Board of Regents and the Office of the Board of Regents will work with the institutions on a distribution plan for any Stabilization fund allocations that will ensure each institution receives its proportion of the funding to restore it to its original SFY09 funding level. That plan will be submitted to the Iowa Department of Management, and once approved, funds will be distributed directly to each institution based on the approved amount.